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ABSTRACT

The teacher's manual is designed to help plan art experiences for children with developmental problems. Included are sections on pasting, cutting, crayons, clay, tempera, finger painting, paper tearing, crafts, and seasonal activities. Each activity is outlined with a list of materials and procedure to follow. Suggested in the introduction to each section are possible educational objectives related to the medium and ways of relating the art activities to other educational experiences. The activities are arranged in a hierarchy of difficulty, assisting the teacher in planning from a task-analysis basis. (Author/IM)

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ART FOR YOUNG CHILDREN

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ACKNOWLEDGMENTS

Art For Young Children has been produced by the Director of the Mississippi State University Preschool and Early Education Project for Children with Developmental Problems. This manual has been field tested in numerous educational settings with developmentally delayed children. Positive responses have been received from teachers using the manual.

Appreciation is expressed to Jim Ella Aden for designing the cover. Appreciation is also expressed to Dr. James R. Thomson, Mississippi State University advisor to the Project, for cooperation and assistance in compiling the manual.

Revised July, 1974

Ernestine W. Rainey, Ed.D.
Director
Mississippi State University
Preschool and Early Education
Project

ART FOR YOUNG CHILDREN

Art for the young child with developmental problems plays many roles. It serves as a medium through which he can express himself. It acts as a stimulator in developing language skills; it helps the child to grow in socialization and to become more independent as he learns to take care of the materials with which he is working. It provides a feeling of accomplishment that contributes to building a positive self concept.

Art assists the young child in maturing physically as he participates daily in activities that develop fine motor coordination and hand dominance. Auditory discrimination is sharpened by his listening and learning to follow directions. The child's auditory attention span is increased. Art aids in strengthening visual discrimination through involvement in activities related to visual-motor, figure-ground, spatial relationship, position-in-space, and perceptual constance.

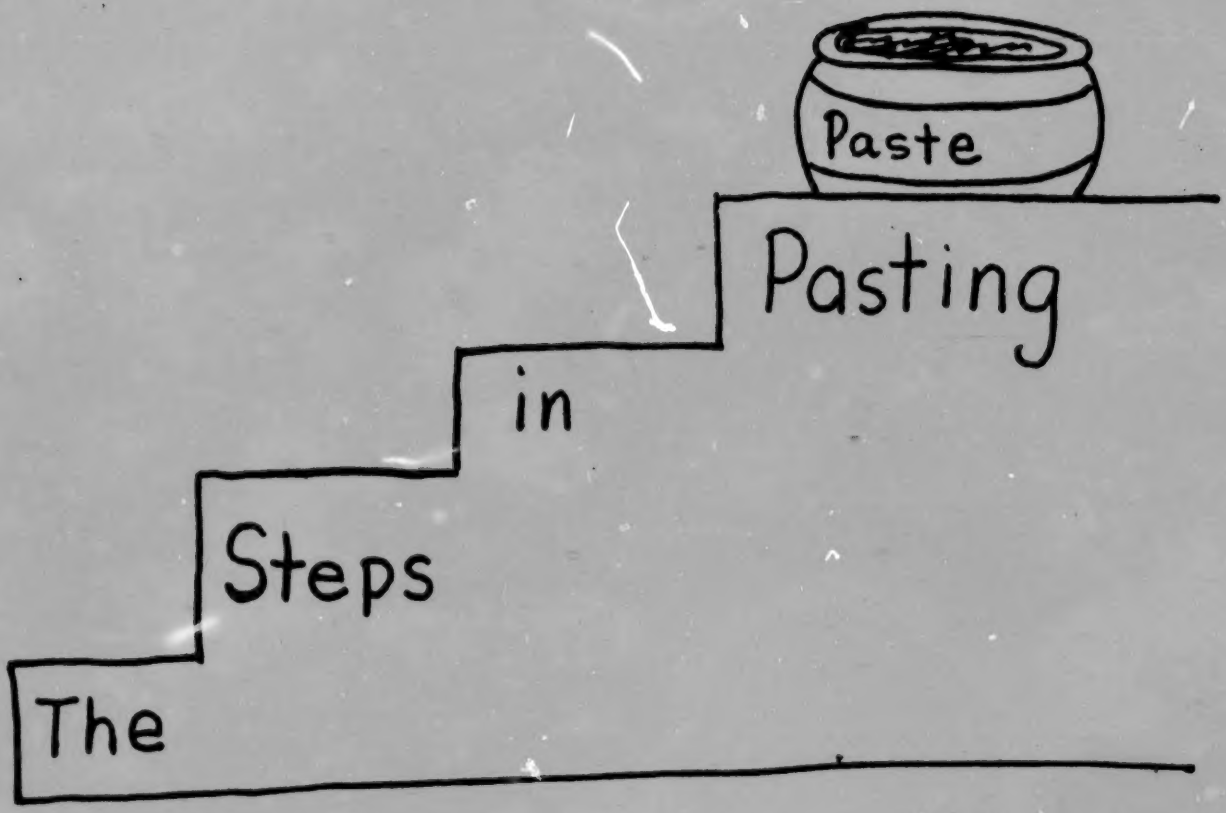
As the young child works with basic geometric shapes, he is preparing for later discrimination of the letters of the alphabet and numbers. He is given reinforcement in matching colors and in color name recognition. His aesthetic feelings react to pleasing color combinations; his tactile senses respond to various surfaces and textures. Art as a teaching medium affords opportunities to extend and reinforce many concepts presented during the more formal periods of the school day.

Art for the child with developmental problems, as with all children, can be a culminator of many pleasant memories, BUT, for some children with developmental problems, PLEASANT MEMORIES MUST BE ARRANGED FOR IN ADVANCE. The teacher must teach basic skills which give this child outlets to work creatively; she must pace his activities so he can feel success; she must plan

learning activities appropriate for his functioning level.

This manuscript has been prepared to assist the teacher in planning and structuring art experiences for preschool and primary level children with developmental problems. The structure of the activities is also appropriate for teaching some children who because of environmental factors have not had opportunity to experiment with a wide range of art mediums. For example, many children in this category need step-by-step basic instruction in learning to cut and paste. These children also need more support from the teacher as they manipulate crayons, tempera, fingerpaint and clay. The teacher, many times, has to serve as a model showing the child what to do with the crayon, how to make scribbles, what paint, brushes and clay really do. For the child with developmental problems, the teacher must select specific learning tasks and break these tasks down into a series of basic steps, each one directed toward attaining the primary goal set for the child by his teacher.

Certainly the mediums and activities contained in this manuscript are appropriate for all children, but an attempt has been made to give more support as the child manipulates various art mediums and to place the activities in a hierarchy of difficulty so the teacher can turn to a particular section of the manuscript and find activities appropriate for the developmental levels of the children with whom she is working. Some young developmentally handicapped children will have the motor coordination skills and a background of home experiences that will enable them to participate in less structured art activities. Each teacher should consider the manuscript as a guide and adapt the content to individuals within her particular group of children.



1. Always cover working area with newspaper.

2. Have individual paste pots for children, plastic preferred, but glass baby food jars can be used. Buy paste in bulk. In absence of paste pots, teacher can give each child a square of cardboard or heavy weight paper and teacher can spoon enough paste for current activity on the paper.

3. Teach child to clean paste from rim of paste pot each time before closing.

4. Each child should have a paste brush for applying paste or a wooden ice cream spoon.

5. Teach child to wash his brush after using it.

6. Teach child to put <u>small</u> amount of paste on brush and apply along edges of object to be pasted.

7. Have rags or paper towels dampened for wiping paste from hands when necessary. Wash hands when pasting task has been completed.

8. Teach child to clean-up his work area.

9. Teach child to put his paste pot and brush in storage spot designated by teacher.

10. With young children, give them cut out objects to paste on a background sheet a few times before advancing to activities that combine cutting and pasting.

PASTING

Activity 1: Color Recognition and Pasting

Materials:

Red construction paper, 1/2 sheet

Assortment of squares, triangles, rectangles, circles in red, blue, yellow, green, brown, black, purple, and white

White envelopes

Paste and brush

Sheet of white paper

Newspaper for covering desk or table

Procedure:

Put 1/2 sheet red construction paper on table before each child. Give each child assorted colors of shapes. Ask children to find the shapes that are the same color as the red sheet. Let him match the red shapes to the 1/2 sheet of red construction paper. Give directions for child to place in the envelope all of the shapes that match the red paper. Teacher takes away all other materials.

Cover desks or table with newspaper. Give out paste, brushes and white paper. Tell child we are going to paste all the red shapes in his envelope on the white sheet of paper. Direct him in learning how to put paste on the shapes and how to paste them on the white paper.

THIS ACTIVITY CAN BE VARIED BY MATCHING AND PASTING OTHER COLORS AND OBJECTS.

Activity 2: Pasting Straight Line Shape Pictures

Materials:

Straight line shape pictures already cut out by teacher.

Background sheet of paper

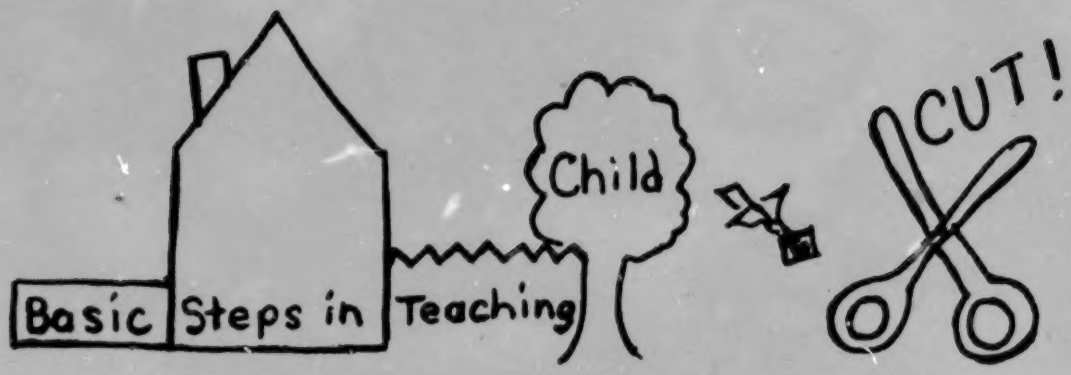
Paste

Procedure:

Guide child in pasting pictures.

Pasting

PICTURES RELATED TO UNIT UNDER STUDY OR TOPIC OF INTEREST CAN BE USED TO VARY THIS ACTIVITY.



The twenty-six steps in cutting include beginning cutting, cutting straight lines, cutting at right angles, cutting circles and more complex lines. Fun activities to reinforce these skills are included.

BEGINNING CUTTING

Activity 1: Cutting Small Segments of Paper

Materials:

Scissors

Construction paper that has been cut horizontally to make strips one inch wide

Paste

Sheet of paper for background

Procedure:

Provide scissors appropriate for right handed and left handed children. Place scissors on thumb and index finger of child's hand. Guide child through routine of "opening and shutting" scissors, saying: "Open them, shut them; open them, shut them."

Give each child one inch wide strip of construction paper. Guide children through routine of "open them, shut them", as they cut off small segments of the construction paper. Heavy guide lines placed along the strip of paper may help some children to give attention to the task and to cut the strip into small segments. Teacher may need to hold the strip for some children. Gradually, with guidance, child should be encouraged to hold scissors with dominant hand and to hold paper with other hand.

GUIDELINES MAY NEED TO BE VERY WIDE (1 INCH) FOR SOME CHILDREN. GRADUALLY REDUCE GUIDELINES AS CHILDREN GROW IN CUTTING SKILLS. APPLY THIS SUGGESTION TO ALL CUTTING ACTIVITIES.

Let the child "do something" with the small segments that he has cut. Paste on a sheet of paper to make a colorful display.

The heavier colored pages from magazines may be used instead of construction paper to vary this activity. This will give the completed product a different appearance.

Activity 2: Variations of Activity 1

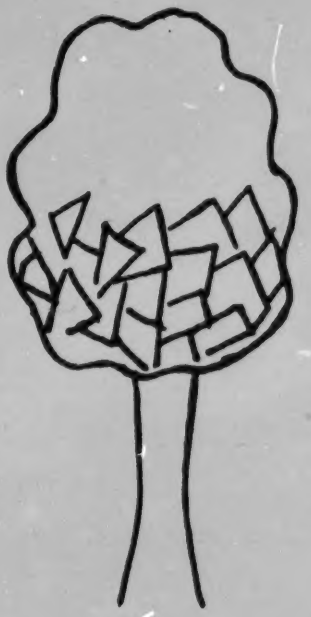
Procedure:

Use same procedure for cutting small segments of paper from narrow horizontal strips of paper.

a. Paste segments cut from strip in a designated area, as in a square drawn with wide lines to emphasize boundary lines of the square.

b. Make a tree from the small segments of paper. Give child outline of a tree drawn with broad tipped pen or magic marker. Paste segments within outline to form foliage. Color tree trunk with wax crayons.

c. Use heavily outlined pictures of simple flowers, animals, houses, etc. to be filled in by pasting small paper segments within the outline.



Activity 3: Shape Mural

Materials:

Scissors

Construction paper that has been cut horizontally to make strips one inch wide

Paste

Large sheet of newsprint for background pictures. This is prepared by teacher

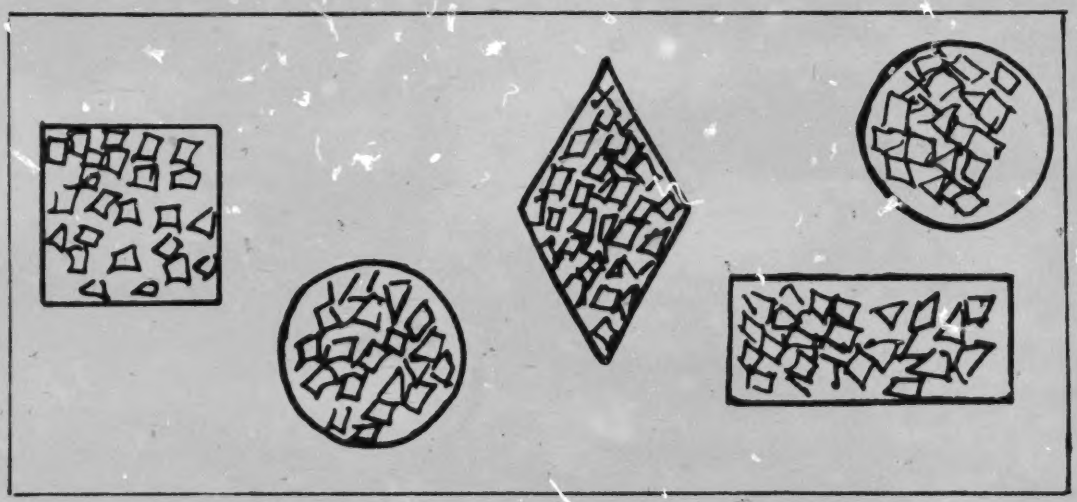
Procedure:

Cut small segments from strips of paper, following same directions used in Activity 1.

Teacher prepared sheet of newsprint should consist of wide line drawings of squares, circles, rectangles, diamonds.

Direct children to paste segments of paper within the outline drawings attempting to cover all of the white background to make a colorful array of shapes.

Four children can work comfortably around one sheet of newsprint. After children learn to complete this activity, the activity can be varied and used as an independent task while teacher works with individuals or small groups.



Activity 4: Cutting Into a Larger Portion of Paper

Materials:

Scissors

1/2 sheets of construction paper; variety of colors

Procedure:

Direct child to cut into paper holding scissors straight with paper at a 90 degree angle with paper. Let him "open and shut" scissors, cutting all around paper. Effect should be a "fringe effect". If child can cut all the way across paper, good; if not, just let him cut into

the paper. Teacher can curl the fringed paper and paste on a background sheet with child's name above his work.

Activity 5: Cutting Into Paper Marked With Wide Guide Line

Materials:

Scissors

1/2 sheet of construction paper; variety of colors. Draw 1 inch wide black lines about 2 inches long, around edge of paper.

Procedure:

Direct child to place scissors on the wide lines and "open and shut" two times. Teacher says "open and shut"; "open and shut". These two manipulations of scissors will cut to end of the line. Purpose of activity is to give practice in opening and shutting scissors and cutting on a short line.

Activity 6: Cut the Strips; Hide the Lines

Materials:

Scissors

Paste

Construction paper cut horizontally into strips two inches wide and marked off into one inch segments with broad tip pen. Marking lines should be broad.

Sheet of white paper on which random 2 inch long marks and figures have been drawn by teacher

Procedure:

Follow same procedure as preceeding activities to cut strips. The paper the child is cutting into strips is 2 inches wide. The child has to "open them, shut them" to cut the 2 inch strip.

After 2 inch strips are cut, give child a sheet of white paper on which teacher has drawn random marks 2 inches long using a broad pen to draw the random lines. Let the children "hide" the lines by pasting their 2 inch strips over the lines. Lines teacher has placed on the white sheet should be straight line simple designs such as:

Activity 7: Cutting and Pasting in Groups of Four

Materials:

Scissors

Construction paper a different color for each of 4 children who will be working together

Paste

Large piece of newsprint

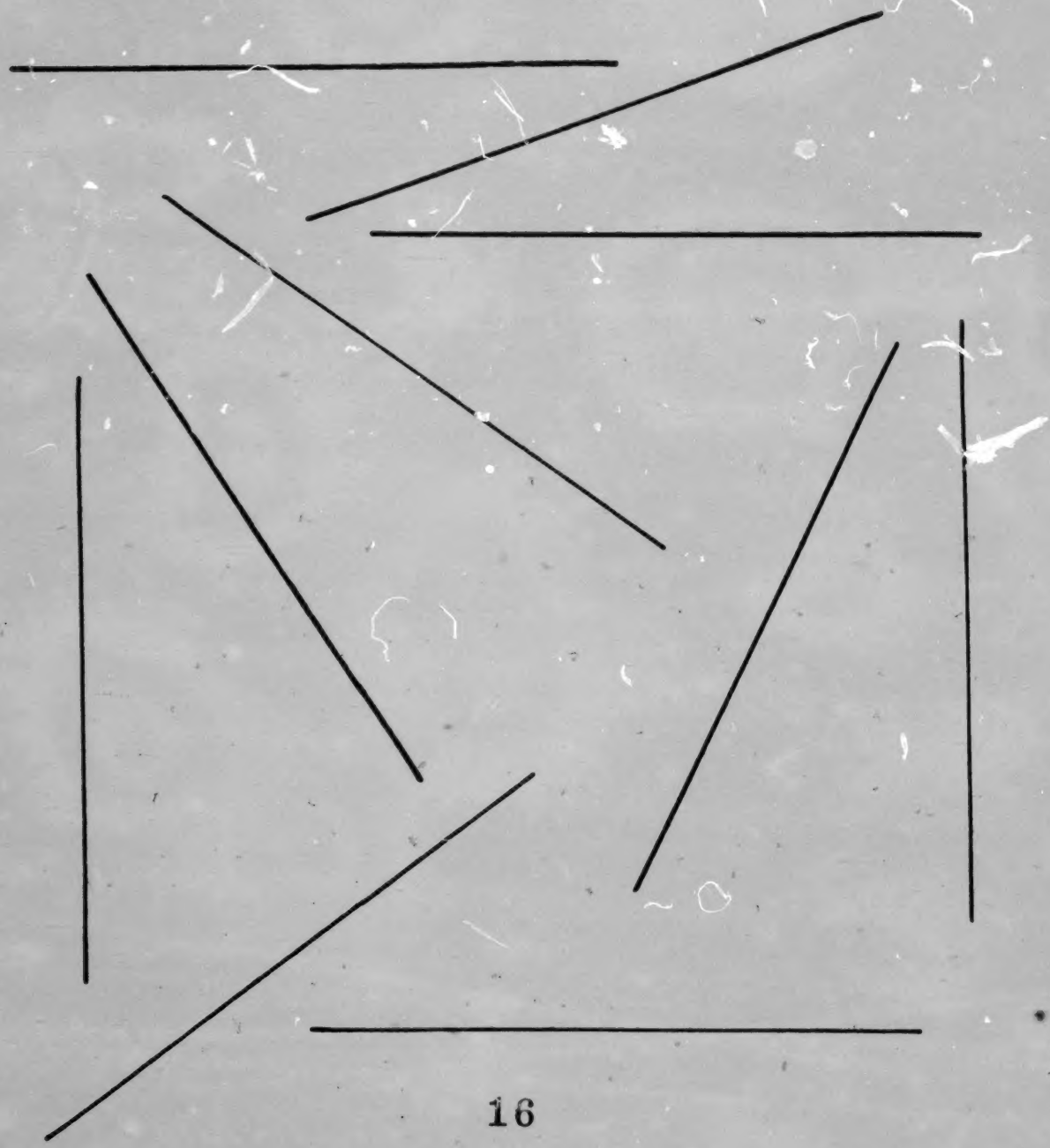
Procedure:

Teacher provide 1/2 sheet of construction paper that has been cut in half vertically. Across this 1/2 vertically cut sheet, draw solid black lines one inch wide. This gives the child a strip of paper 4 1/2 inches wide with wide guidelines to use in "opening and shutting" scissors. Direct the children in cutting as straight a line as possible using the wide black line as a guide. "Do not get off the wide black line."

As children learn to keep their scissors on the wide line while cutting, reduce the width of the cutting line to 1/2 inch and then 1/4 inch in subsequent activities. This same activity may be used with even the narrower lines as children become more proficient in cutting.

Cover table with a piece of newsprint large enough for four children to work around comfortably. On this large piece of paper, the teacher draws random marks 4 inches long, using heavy wide lines. Let four children work around each large sheet of paper "hiding" the lines the teacher has drawn by pasting their colored strips over the lines. Since each child's strips that he has cut are a different color, this will make a colorful abstract mural. The children will have fun identifying their color in the

designs after the mural is finished. Teacher should be sure her lines are straight and are 4 inches long just like the child's strips. Examples of designs teacher can use on the white newsprint follow:



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Activity 8: Cutting and Pasting a Mural From Strips

Materials:

Scissors

Construction paper with wide guidelines drawn one inch apart across page so the child will have practice in cutting longer strips. Teacher can provide colors appropriate for subject of mural or can leave choice of colors to child.

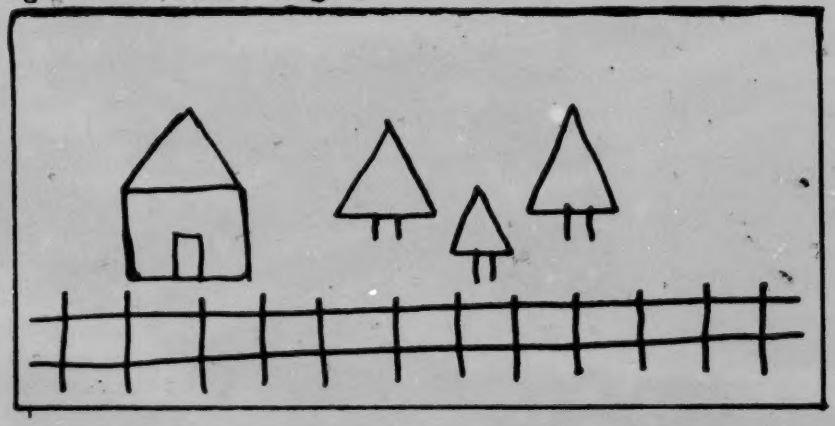
Paste

Large piece of newsprint for background

Procedure:

Here the child progresses to cutting longer strips of paper. Teacher can vary the mural background by drawing simple line houses, trees, etc., making her outline designs of varying lengths. Children cover her designs with their strips.

The children can be shown how to cut a long strip to make it short enough to match a shorter line design. Remember the length of random figures teacher draws on the mural background can be of various lengths and heights. If the child has difficulty with this task, he can match his strip to the teacher's design by placing his strips on the design and tearing off the excess length.



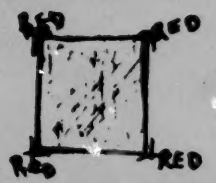
Activity 9: Cutting a Square

Materials:

Scissors

Shaded drawings of 2 large squares that have tiny red lines superimposed on black lines at each corner

Cutting



Wax crayons

Procedure:

Teacher gives child a sheet of white paper on which is drawn two squares that are shaded in their entirety. The shaded square makes it easier for child to recognize the figure and easier for child to know where to place his scissors for cutting. The teacher directs the child to punch a hole in paper at one corner of square and to start cutting along one side of the square. When the child comes to the red line at the corner of the square, he STOPS (red means stop) cutting; turns the paper with his non-dominant hand; then, begins cutting again along the side of the square. Again, when he comes to the next red corner, he STOPS cutting, turns his paper, begins cutting again and procedes until he comes to the third corner, etc.

Let child draw a picture of grass, straight line stems of flowers and scribble flowers on the square he has cut. Scribble flowers are just what word denotes, scribbling round and round with the crayon to make a flower. With very immature children, teacher may model for child or show him how to draw stems and scribble flowers. Other children will be able to draw flowers, etc. without teacher assistance.

Activity 10: Cutting a Triangle

Materials:

Scissors

Shaded drawing of a triangle with red color cues at points where lines meet.

Wax crayons

Procedure:

Teacher directs child to punch hole at point along triangle and to start cutting along side of triangle which is shaded in its entirety. The triangle being shaded makes it easier for child to recognize the figure and easier for child to know where to place his scissors to begin cutting. When child comes to red dot at a point where lines meet, remind him to STOP, turn his paper, then begin cutting again.

When child has finished cutting triangle, under teacher's direction let him draw his body from neck up; that is, head and neck. "We are going to draw a picture of ourselves, just our face and neck; just like _____ looks in this picture." Show picture. Discuss body parts; tell what we do with each part. Then, "First we will draw a head like this." (Illustrate on chalkboard.) "Then we will draw eyes, etc." Discuss as teacher draws on chalkboard and child draws with his crayons.

Activity 11: Cutting Rectangles

Materials:

Shaded drawings of rectangles of different sizes that have been color-cued at corners

Scissors

Sheet of background paper for pasting

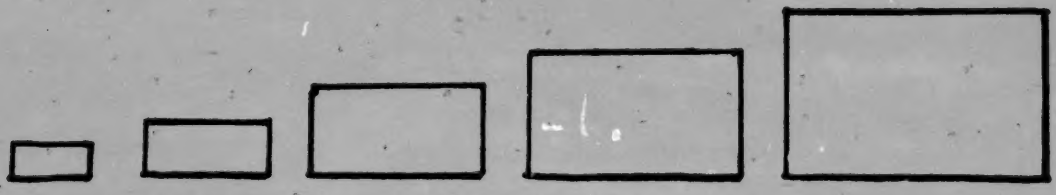
Paste

Procedure:

Same as activities 8 and 9 except apply to rectangle

Remember to let children punch hole in paper at a point along rectangle before cutting.

Let children cut rectangles, arrange and paste on background sheet in order of ascending size. This can be accomplished by choosing smallest rectangle, pasting it; then from figures remaining, choose the smallest and paste it. Continue choosing and pasting smallest rectangle and the finished product will show figures in ascending size.



Activity 12: Coloring and Cutting Geometric Figures

Materials:

Mimeographed white sheet of thick line drawings of circles, squares, triangles, rectangles that have been color-cued at points where lines meet. Thickness of outline can be varied to fit skills of individual children.

Wax crayons

Scissors

Paste

1/2 sheet of manila drawing paper

Cutting

Procedure:

Direct the child to color the figures on his paper, being careful not to go outside the wide lines. The purpose of having the child to color the figures is to help him see that in cutting he gives attention to the outside lines. Coloring the figure will help child to see the figures as wholes, to see the differences in the shapes, and to strengthen concept of squares, rectangles, triangles.

After he has colored all the shapes, direct him to cut out the shapes cutting on the thick black lines. Direct the children to STOP, TURN THEIR PAPER, then begin cutting again as they come to a corner or a sharp turn in the design.

Paste shapes on 1/2 sheet of manila paper to make a design or picture.

Activity 13: Cutting Pictures Enclosed in Squares, Triangles or Rectangles

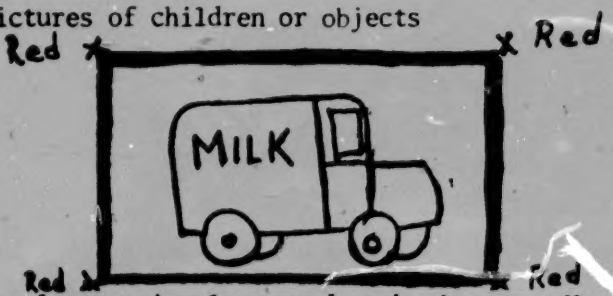
Materials:

Magazine pages with simple pictures of children or objects

Scissors

Paste

Sheet of plain white paper



Procedure:

Teacher draws a square, rectangle or triangle around each picture. Use thick lines to enclose the picture. Use the geometric shape that best fits contour of picture. Example: a child's head enclosed in a triangle; child standing enclosed in a rectangle. In this manner, a child can cut on the straight lines and cut out a more complex picture before he has learned to make difficult turns with his scissors. If necessary, color-cue corners and sharp turns so child will remember to STOP, turn his paper and then continue cutting.

Let child paste his pictures on a sheet of paper.

Activity 14: Cutting More Pictures Enclosed in Squares, Triangles, or Rectangles

Materials:

Same as Activity 12

Procedure:

Same as Activity 12

Pictures of toys, animals, cars, boats, foods, etc. can be cut from magazines to vary the subject matter, yet give practice in cutting on straight lines and turning corners. Vary the shapes used to enclose the pictures.

Activity 15: Cutting Geometric Designs from Line Drawings

Materials:

Thick line drawings of straight line geometric figures. Use large and small squares, triangles, rectangles drawn on a variety of colors of construction paper.

Scissors

Paste

Sheet of neutral colored paper for background

Procedure:

Give each child an assortment of small and large figures to cut. Be sure each child has a variety of colors as well as shapes. Give directions to cut the shapes, keeping the scissors on the thick black lines. Color cue corners for those who need to be reminded to STOP CUTTING AND TURN PAPER when cutting a sharp turn.

Let children make animal pictures from the shapes. Display a picture of a cow and dog standing, dog sitting, etc., and discuss with children shapes that could represent the body, the legs, head, tail, etc. Direct children to paste their shapes on the sheet of paper so the shapes will make an animal.

Activity 16: Cutting Circles

Materials:

Shaded drawing of 2 large circles, color cued with red outline all the way around outside of circle

Scissors

Wax crayons

Procedure:

Demonstrate that in cutting circles it is necessary to keep turning the paper all of the time and that is why we have the red line all around the circle. We "open and shut" the scissors: STOP; turn the paper; "open and shut"; STOP, turn, all the way around the circle. Teacher and children may repeat routine together as children slowly cut around the circle.

Cutting

After cutting circle, let children make a happy face on one circle and a sad face on the other. Curved lines for mouth may be made in sweeping strokes on chalkboard before working within the more confined area of the circle

Activity 17: Cutting More Circles (not shaded)

Materials:

Wide line drawings of 2 large circles, color cued with red outline all the way around outside of circle

Scissors

Wax crayons

Procedure:

Same as Activity 16 for cutting. After circle is cut, direct child to make an original design on his circles.

Activity 18: Making a Cat from Circles

Materials:

Drawings of two circles, one large enough to represent cat's body; other smaller to represent head. Color cue circles with red as in Activity 16.

Scraps of construction paper to be used for cutting ears, eyes, nose, mouth, whiskers and tail

Scissors

Paste

Sheet of paper for background

Procedure:

Cutting procedure same as for Activity 16. Direct children in pasting circles to make body of cat and cutting free-hand the tail, ears, and facial features. If necessary, teacher may provide a model for children to use in putting parts together to make the cat.

Activity 19: Coloring and Cutting Shapes to Make a Turkey

Materials:

Mimeographed large circle for turkey body, appropriate size rectangles for

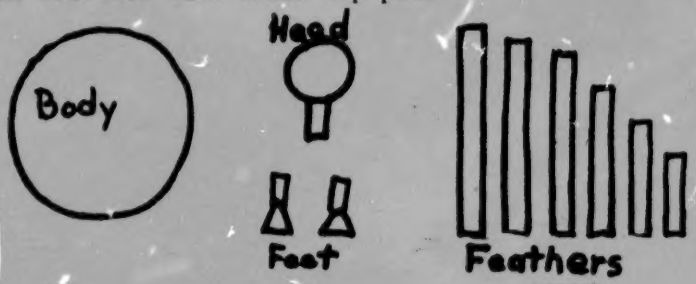
feet and feathers, combination of circle and rectangle for turkey head. Color cue all shapes. Draw outlines with broad tip pen.

Scissors

Wax crayons

Paste

Background sheet of paper



Procedure:

Direct children to color the parts of turkey. Coloring the shapes will help him see each shape as a whole and to strengthen concept of the shape. Children then cut out parts cutting on broad black lines, with attention to color cues as a guide to "STOP, turn paper, open and shut scissors."

Color, cut and paste turkey parts. Show pictures of turkey and if necessary, display model of turkey to show children how to paste parts to make a turkey.

Activity 20: Making a Snowman from Circles

Materials:

Mimeographed on white paper two circles, one larger than other, drawn with heavy black lines and colored cued with red as in Activity 16.

Scraps of construction paper for snowman's facial features, hat and buttons

Scissors

Paste

Sheet of colored construction paper for background

Procedure:

For cutting, same procedure as Activity 16. Child cuts free-hand facial features, hat and buttons. He places various parts on background sheet to make snowman. Paste on. Child draws "A Snowy Day" as a background for the snowman.

Activity 21: Making Umbrellas from Circles

Materials:

Circles drawn in heavy black outline on wallpaper

Cutting

Scraps of construction paper for making umbrella handles

Scissors

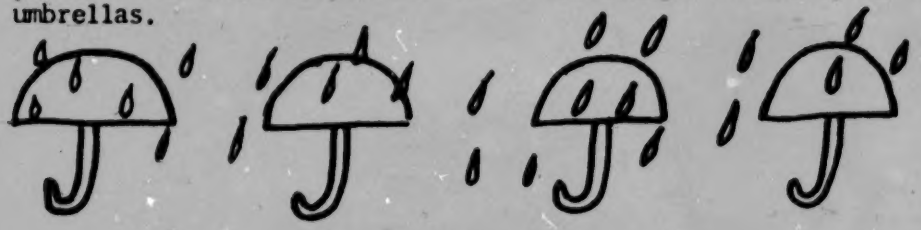
Wax crayons

Paste

Large piece newsprint for background

Procedure:

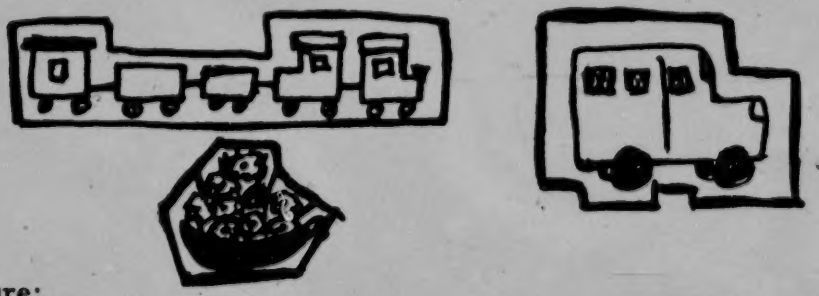
Direct cutting. Then fold wallpaper circles in half, making a sharp crease that can be easily torn. Tear circle in half. Paste handle on to make umbrella. All children paste colorful umbrellas on large newsprint. Take black crayon and show rain coming down above, on and around umbrellas.



Activity 22: Cutting Pictures Enclosed in Complex Shape Outlines

Materials:

Pictures from colored pages of magazines. Pictures should incorporate more than one thing and require more than a simple rectangle or square to outline general shape. Outline shape with wide line. Examples: a tall man, a little boy; child on tricycle and mother. Make shapes fit general contour of picture. Use a combination of shapes to give practice in "Opening-shutting scissors, STOPPING, turning paper then cutting, etc."



Procedure:

Direct child in cutting. Paste pictures to make mural. Teacher can direct this activity to particular units of work, choosing pictures appropriate

for a particular topic. GIVE MUCH PRACTICE IN THIS.

Activity 23: Cutting Simple Outline Pictures

Materials:

Mimeograph heavy outline pictures of animals, objects, foods, people, etc. Use pictures of things familiar to child.

Wax crayons

Scissors

Paste

Newsprint for background

Procedure:

Direct child to color simple pictures, staying in heavy outline. No color-cueing. Cut pictures. Paste on newsprint. MAKE A COLOR AND CUT-OUT MURAL FOR A TOPIC UNDER STUDY.

Activity 24: Cutting With Cue Lines Reduced

Procedure:

Gradually reduce width of cue lines drawn around pictures. Give practice at each level of reduction.

Activity 25: Cutting Pictures Without Use of Cutting Cues

Materials:

Simple pictures from colored pages of magazines and catalogues. Do not outline pictures.

Scissors

Paste

Newsprint for background or pages to make booklet

Procedure:

Direct cutting of pictures, assisting individual children. Draw heavy outline around pictures for children who need this in order to help them cut on the line.

Cutting

Choose pictures related to a particular unit under study. Paste pictures for a mural or paste on pages for a booklet, teacher retaining pages in a folder until booklet is completed and ready to put together to take home.

Activity 26: Practice, Practice, Practice

Procedure:

Give continued practice in cutting on lines and free-hand cutting as designated in subsequent section.

WE HAVE LEARNED TO CUT

Activity 1: Colorful Collage

Materials:

Scissors

A variety of textured paper

Magazines

Paste

Construction paper

Procedure:

Have children cut different size and different shaped pieces from the paper. Paste these on the construction paper to make a design or paste at random just to look pretty.

Activity 2: Flowers and Leaves

Materials:

Green construction paper for leaves

Various other colors of construction paper for flowers

Scissors

Paste

1/2 sheet of construction paper for bowl

Background sheet of paper

Procedure:

Encourage, direct and let child cut stems and leaves for flowers. If he has difficulty, show him how to cut an oblong narrow leaf shape. Flower blossoms can be cut freehanded. Cut a large circle from the 1/2 sheet of construction paper and then fold the circle in half and cut it in half to make a bowl for the flowers. Mount the stems, leaves, blossoms on a sheet of paper and paste the bowl over the bottom of stems.

Freehand Cutting

Activity 3: Free to Feel Collage

Materials:

Kraft paper for background

Paste

Scissors

Assortment of textured materials as: sandpaper, textured wallpaper, toothpicks, bark, cotton, cork, foil, corrugated board, tissue, fabrics

Procedure:

Let children feel the assorted textures and comment on how they feel as smooth, rough, soft, etc.

Direct children to cut freehand and paste samples of each kind or texture on a class mural. Background of mural may be painted with varying shades of one color prior to this activity.

Activity 4: Fruits and Vegetables

Materials:

Construction paper of appropriate color for fruits and vegetables

Scissors

Paste

Large piece of newsprint to be used as background for fruit and vegetables

Procedure:

Display real fruit and vegetables or show pictrues. Let children choose color and cut the shapes. Paste them to make a mural for the room. This activity can be used when studying foods.

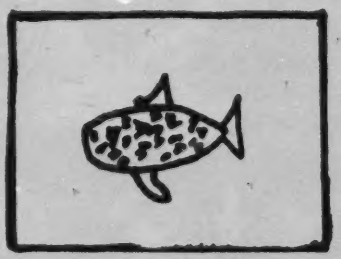
Activity 5: Paper Mosaics

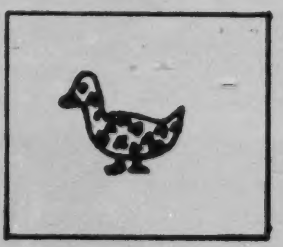
Materials:

Manila paper

Animal stencils

Large pencil





Colored pages from magazines or wallpaper samples

Paste

Procedure:

Using large pencil, child traces design from stencil. He then cuts narrow strips from the magazine pages or wallpaper samples. He snips the narrow strips into small widths and then applies paste to the back of the snips one by one and places them on his design, leaving a small space between each small snip. This gives a mosaic effect.

Activity 6: Animal Antics

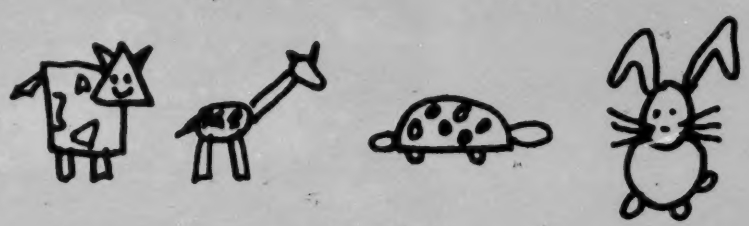
Materials:

Construction paper

Manilla paper

Paste

Scissors



Procedure:

Cut construction paper into shapes which are varied in size. Place a number of shapes together until they form a picture. Paste the shapes on the paper. The following animals are an example of what can be done.

Activity 7: Pop Bottle Animals

Materials:

Soft drink bottles, preferably small size

One sheet of colored construction paper

Scraps of various colors of construction paper

Scissors

Paste

Freehand Cutting

Procedure:

Take large sheet of paper and wrap it around the bottle. Paste it securely. This is a difficult task. Sometimes it is a good idea to put rubber bands around the paper covered bottle to help hold paper in place until the glue dries and sticks.

Let child decide the animal he wants to make. For example: a rooster. The child could curl paper strips and stick them on each side of bottle to make wings. Feet could be cut from yellow construction paper and glued on each side of the bottle. Head could consist of two pieces of construction paper cut to resemble side of head, glued or stapled around the edges and slipped over the top of the bottle. This activity gives the child an opportunity to use his imagination in making animals. Child may manipulate paper by bending, folding, fringing, curling.

Activity 8: Zoo Animals in Their Cages

Materials:

Construction paper, one sheet for background, neutral color

Construction paper, 1/2 sheet to make bars for cages, bright color

Manila paper

Crayons

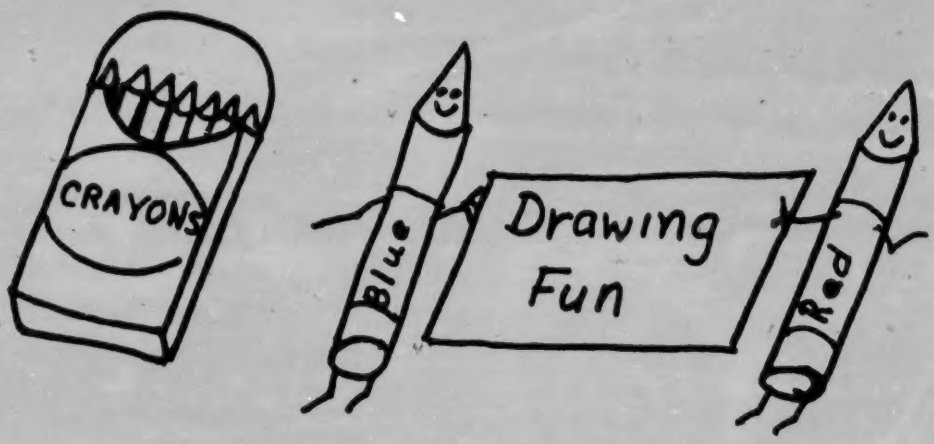
Scissors

Paste

Procedure:

Motivate children to draw picture of a favorite zoo animal. Talk about trip to zoo. Show pictures of zoo animals and discuss various characteristics as to shape and color.

Cut out animal that has been drawn and colored. Paste animal on neutral background sheet of construction paper. Cut and paste strips to be used as bars for cage. Outline cage across top, bottom, sides with these strips. Cut circles to serve as wheels of cage, if teacher wants to carry out circus parade theme.



Crayons are the most frequently used art media and the medium usually available in the home. Young children in experimenting with crayons should be allowed to use the color of their choice even though it may appear unrealistic to an adult. Young children do not associate color with the real object. PURPLE COWS are acceptable and beautiful from the hands of a child.

Teach the child to bear down lightly on the crayon to make light colors; to bear down heavily to make brilliant colors. Show him how to use the side of a broken crayon to fill in the background of a picture. Teach the child to draw with his crayon instead of drawing with a pencil and coloring the object. Encourage him to make a well-filled pi:utre, to fill up his sheet of paper.

Use the 8-crayon box and buy construction paper in these same eight colors. This coordination of red crayon, red construction paper, etc., helps to teach color recognition and color name. Later, add other colors.

For the young child, play is the chief avenue of learning. Give the child opportunities to experiment and explore with color.

Crayons

The young four year old with developmental problems will scribble and make designs at random with crayons. Let him go through this stage of scribbling and finding out what he can do with crayons. Do not ask the child what he is drawing. Tell him his colors are beautiful or you like the way he is coloring. In due time, he will attach meaning to his scribbles.

Crayons, for the child with developmental problems and for the environmentally deprived child, can be used as an adjunct to teaching and reinforcing perceptual constancy, visual-motor coordination, and conceptual development by giving experiences in "coloring within lines". Geometric figures to be colored should be outlined in heavy magic marker or shaded lines one inch in diameter, with the lines gradually reduced as the child is able to stay within the boundaries. Heavily outline drawings and simple coloring books can be used to expand the child's understanding of objects and concepts. Both child and parent grow in positive self concept as the child experiences the success of completing a recognizable object of art. "Coloring in the lines" has a specific purpose for some children and is one activity among many creative activities that should be a part of the art program for many children with developmental problems and/or environmental deprivation.

A teacher can provide many opportunities for the child to work creatively with his crayons. She may read a story and motivate the children to draw pictures of characters or scenes. A walk around the neighborhood or a trip to the zoo serve as exciting experiences to record in crayon. Units on family, pets, farm, a birthday party, and community helpers lend themselves to motivating the child to interpret his perceptions, thoughts and feelings through crayons.

The teacher can set the stage for the creative work a child will do and keep the "show on the road" by praising the child's work, giving suggestions

when needed and displaying the child's work attractively at his eye level.

Examples of reinforcement through crayons:

1. To reinforce concept of day and night, draw day pictures and night pictures of the child's home.

2. To reinforce concepts of different kinds of weather, draw pictures of sunny days and pictures of rainy days. Also snowy days.

3. To reinforce concept of seasons, draw pictures of trees showing how trees look in the spring and summer and how trees look in the fall and winter.

4. To supplement unit on body awareness, draw a clown. Large dots and stripes can be used to make a clown suit.

CREATING WITH CRAYONS

Activity 1: Newspaper Drawing

Materials:

Newspaper

Bright colored crayons

Procedure:

Pick an appropriate subject and motivate children to draw a picture on the newspaper. Direct them to press down hard and color the picture in bright sharp colors. Using point of crayon will produce this effect.

Activity 2: Handprints and Footprints

Materials:

White paper

Black crayon

Scissors

Procedure:

Children place hands or feet on white paper, one child tracing around body parts of another child. Each child cuts out his hand and foot prints, being careful in cutting to leave the black tracing line visible. He puts an "R" for right and an "L" for left, if he understands this concept, and writes his name on each. If child cannot write his name, teacher manuscripts first name on hands and feet. Make a display for bulletin board or paste all prints on a large piece of colored paper and display in room. Children's pictures may be used to identify their hands and feet by grouping hands and feet with photograph.

Crayons

Activity 3: Crayon Stenciling

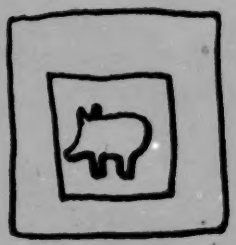
Materials:

Heavy commercially made stencils

Crayons

Manila paper

Scissors



Procedure:

Choose appropriate stencils such as "the farm" to complement a unit of study. Place stencil on paper, tape to hold securely. Color from outside toward the center. Remove stencil, cut object and use on bulletin board in classroom.

Activity 4: Crayon Stenciling - More Difficult Version

Materials:

Shirt board

Manila paper

Crayons

Procedure:

Draw on cardboard a simple small design. Punch a hole by the design; start cutting here and cut out design to make a stencil. Place stencil on piece of manila. Color from outside toward the center. Remove stencil; place it in another area; color stencil. Repeat procedure until page is covered with designs. These stenciled pictures look pretty taped to edge of chalk tray.

Activity 5: I Can Change the Color of My Hair

Materials:

Paper bag (large enough to fit the children's heads)

Crayons

Procedure:

Choose a hair style. Older children may style own wig from a paper sack and crayon wig the desired color. Older child may fringe and curl paper for curls. For young child, teacher may outline hair style in broad lines; let child cut and color.

Young child, speaking in complete sentences, can tell class the color he changed his hair. Older children may utilize this activity to portray characters for a dramatization.

Activity 6: Easy Etching

Materials:

Crayons

Manila paper, 4" x 5" (small piece)

Sharp tools (scissors point, tooth pick, bobby pin)

Construction paper for mounting

Procedure:

Color the manila paper by pressing hard on crayons to make brilliant colors. Use all colors. Make the paper look like a rainbow.

Color over the brilliant colors heavily with black crayons. Scratch through the black crayon with a sharp tool to make a design or picture. The colors will show up pretty through the black foreground.

Crayons

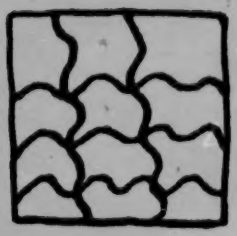
Activity 7: Crazy Crayon

Materials:

1/2 sheet of manila paper

Crayons

Large pencil



Procedure:

Take large pencil and "doodle" on paper. Draw two or three curvy lines across page and two or three curvy lines up and down page.

Child colors each area made by the intersecting lines a brilliant color. Then he takes black crayon and outlines heavily over the pencil "doodle" lines.

Activity 8: Crazy Crayon Cut Out

Materials:

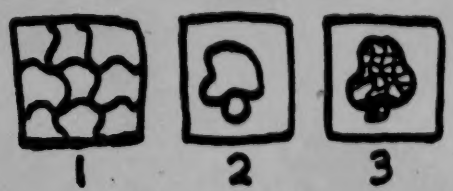
1/2 sheet manila paper

Crayons

Large pencil

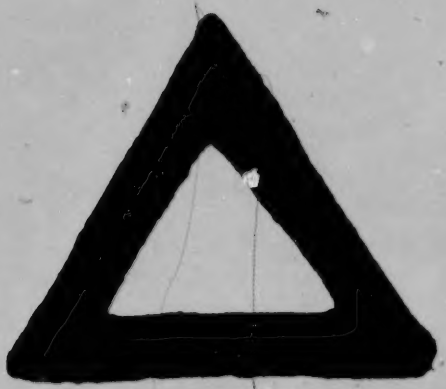
Procedure:

Take large pencil and "doodle" on paper. Draw two or three curvy lines across page and two or three curvy lines up and down page. Child colors each area made by the intersecting lines a brilliant color. Then he takes black crayon and outlines heavily over the pencil "doodle" lines. Child turns paper over, draws a design on back, and cuts out design. These crazy crayon designs may be pasted on large piece of newsprint to make a colorful display.

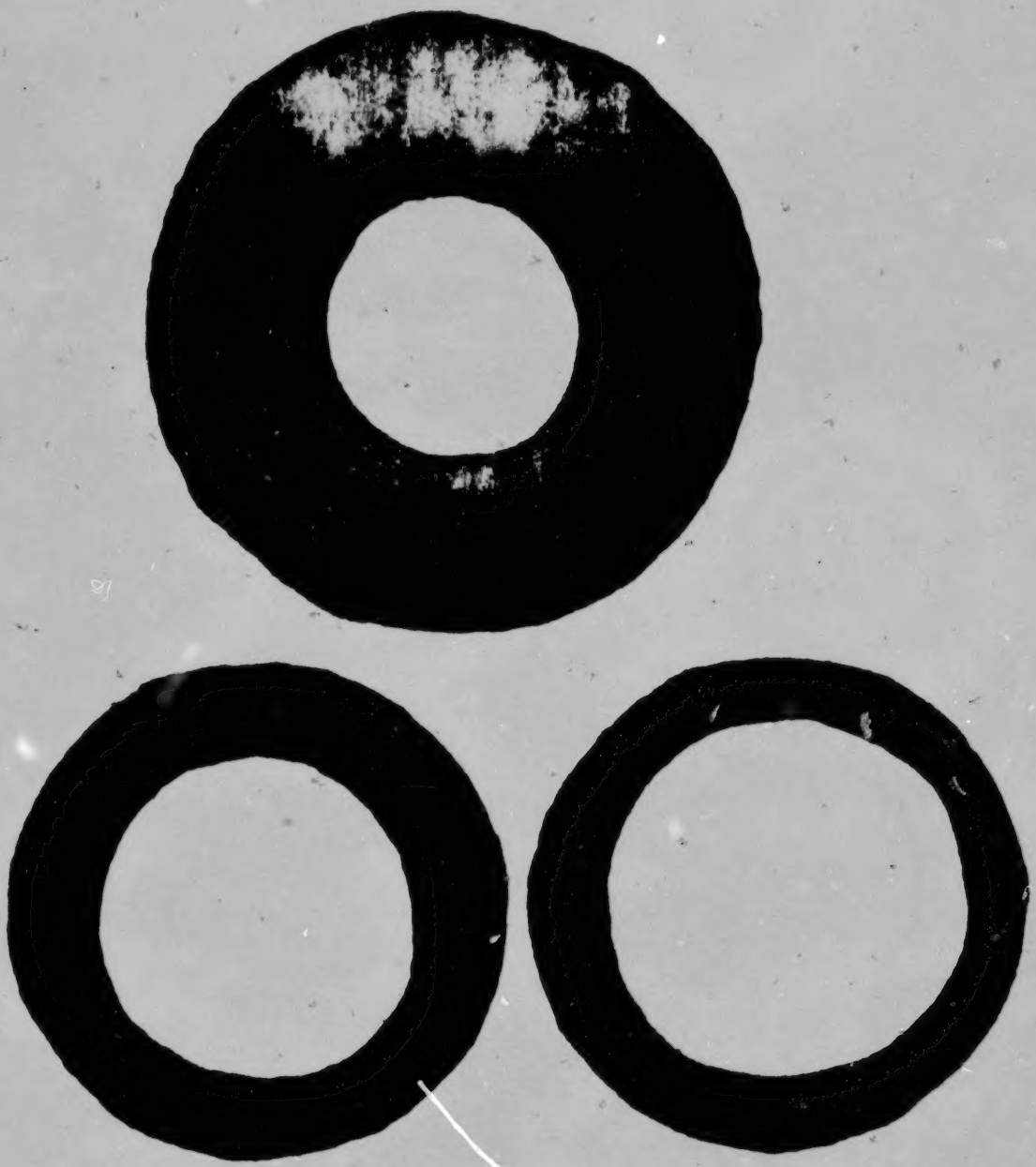


Crayons

Color the shape enclosed in the wide shaded area.

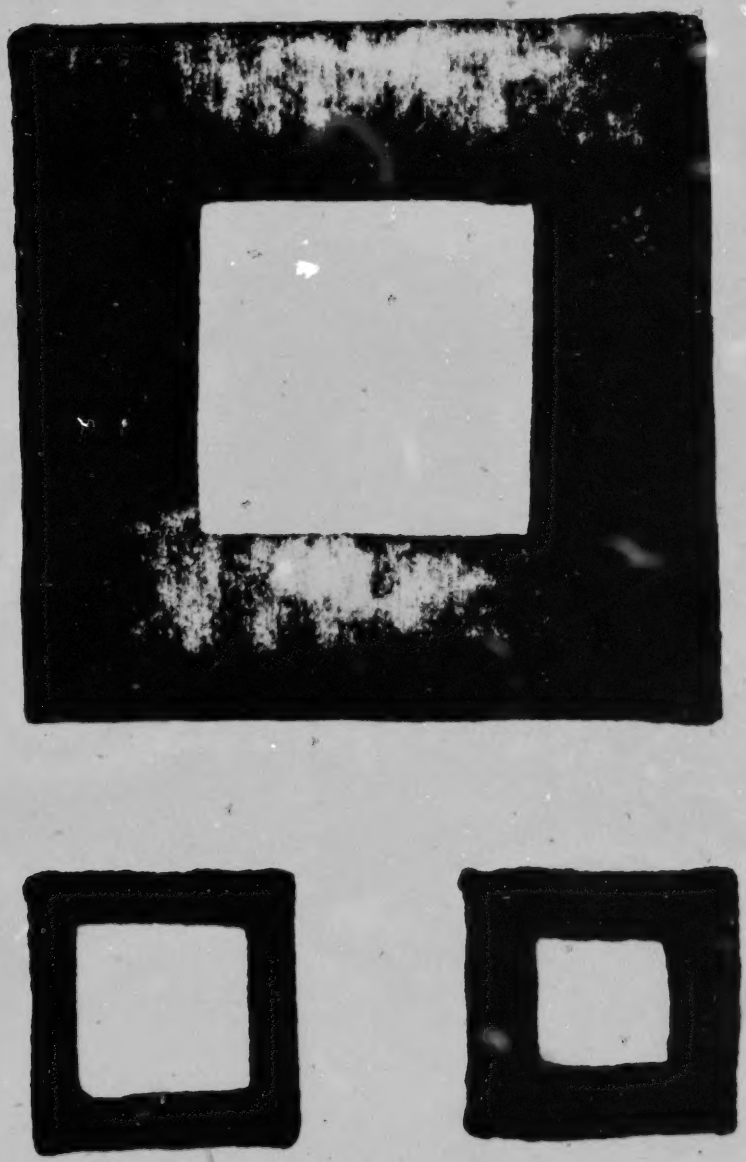


Color the shape enclosed in the wide shaded area.



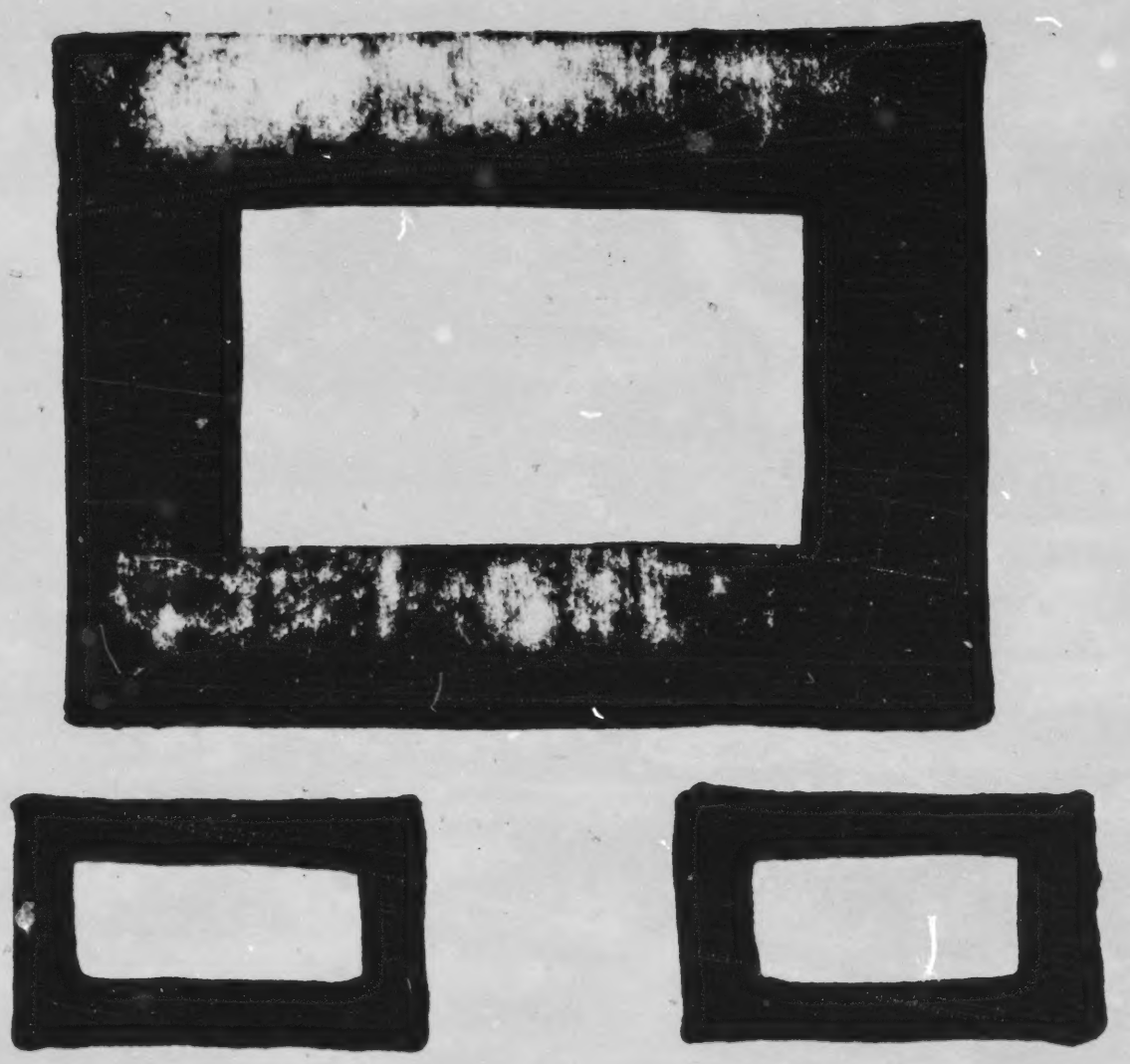
Crayons

Color the shape enclosed in the wide shaded area.



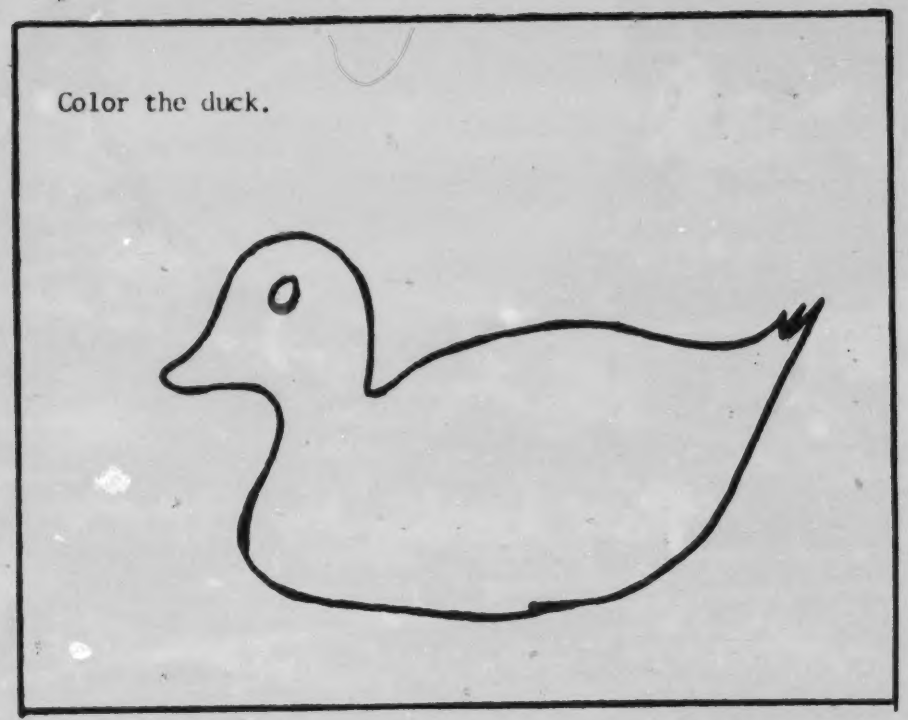
Crayons

Color the shape enclosed in the wide shaded area.

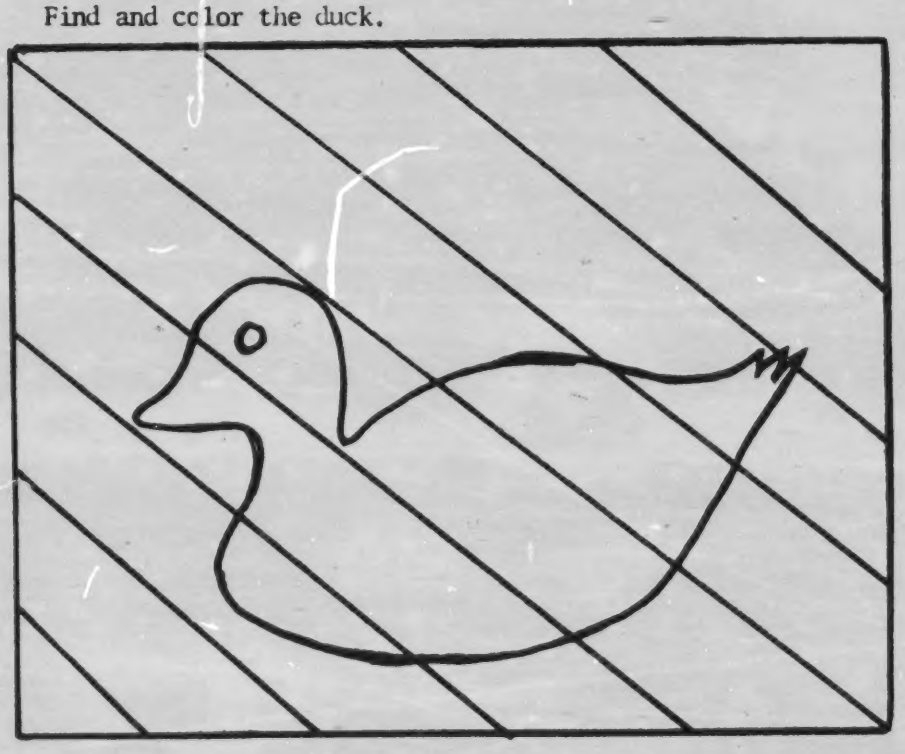


Crayons

Color the duck.

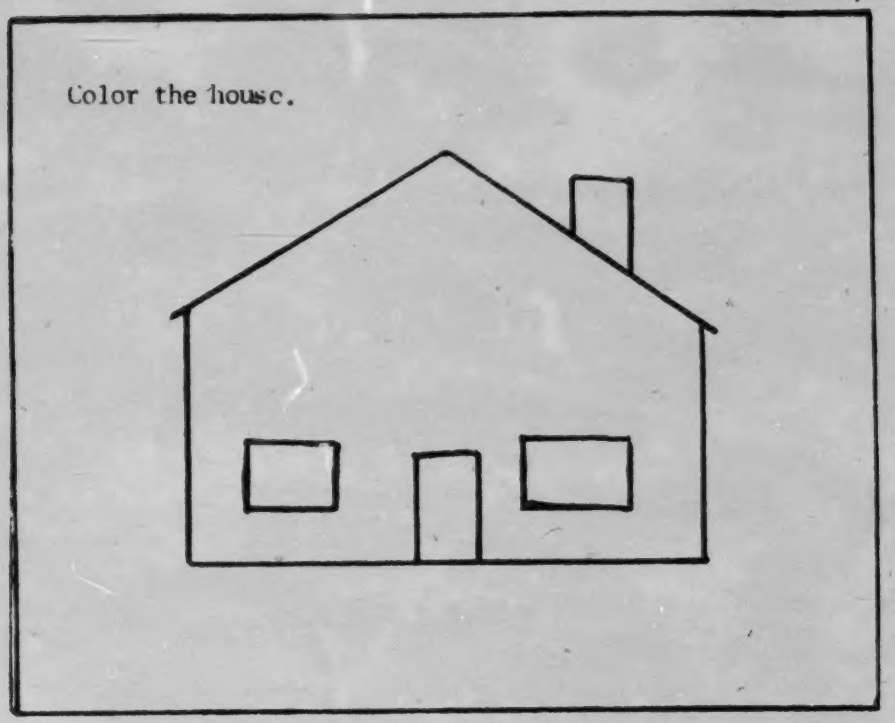


Find and color the duck.

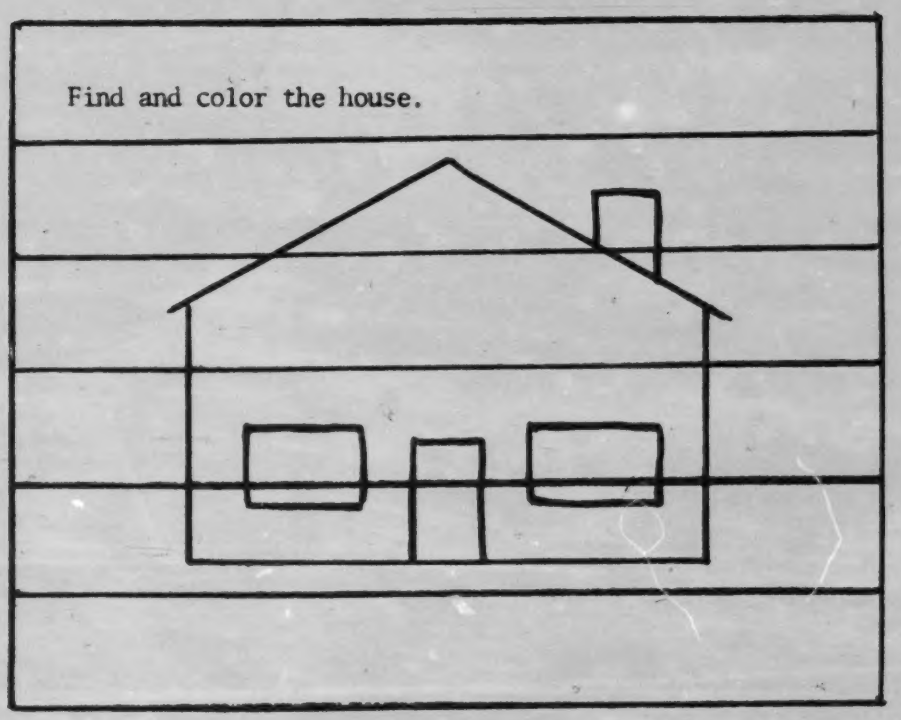


Crayons

Color the house.

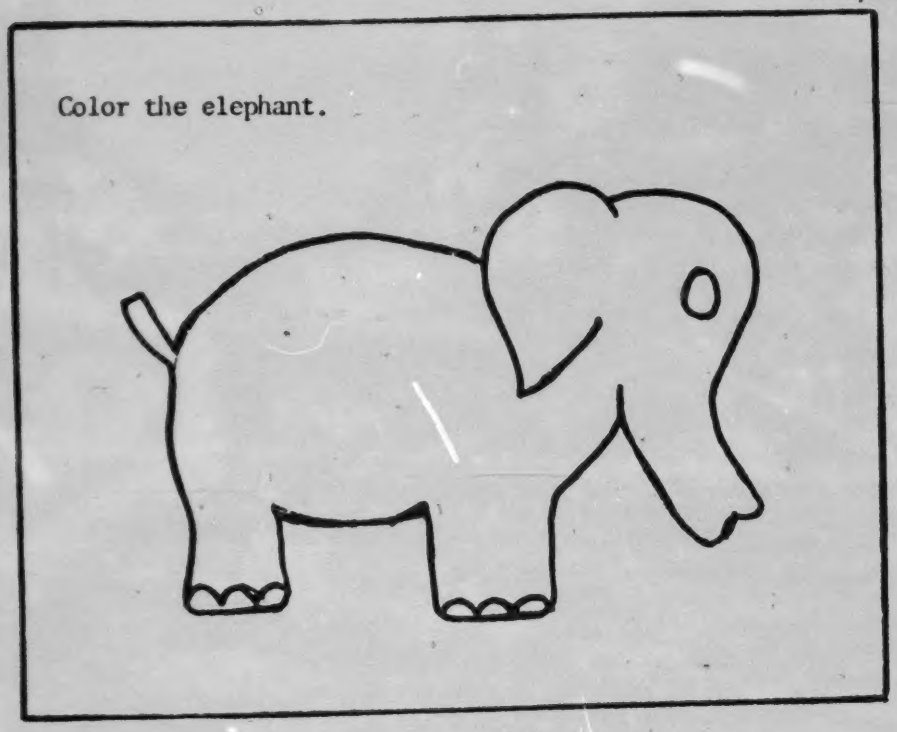


Find and color the house.

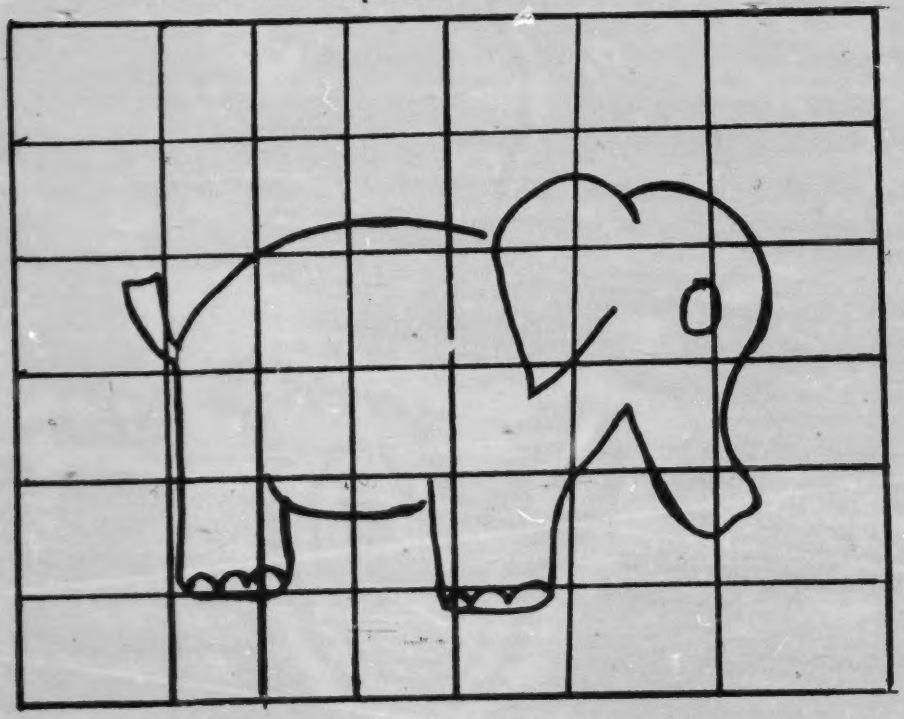


Crayons

Color the elephant.



Find and color the elephant.



Clay, as an art medium, gives the child with developmental problems and the environmentally deprived child freedom to experiment without frustration. Immediately, he can experience success in making a cookie, marbles, eggs, a rope, or a bracelet as he rolls, squeezes, pulls, pinches and pats the substance. In addition, he is engaged in an activity that develops fine motor coordination and offers a pleasant sensory experience. Clay serves as a medium to aid in reducing hostility and aggression. The child can vent his feelings as he pounds, rolls, fashions objects and tears them down again.

Oil base clay is commonly used with preschool and early education period children. It is non-hardening, easily manipulated and can be used over and over again. There are two ways the young child can model with clay. He can fashion separate isolated parts of an object, assemble the separate pieces by sticking

them together as a body, neck, head, arms and legs to make a person. The child who works in this manner should be shown how to push the various parts firmly together and to rub his finger over the seam until the seam can no longer be seen. This gives greater strength at the point where the separate pieces are joined.

A second way the child can work with clay is to begin with a piece of clay about as big as an orange and pull out head, legs, tail or other parts from a body or pull out various parts from an object, as legs on a table. In more sophisticated terms, the child is pulling projectiles out from a mass. Even the very young preschool child can control and manipulate clay in some form or fashion.

As the teacher sits with the child, she can demonstrate use of the clay and make suggestions to the child on enjoyable ways to work with the medium. Clay is an ideal small group activity; children can share efforts and ideas, serve as models for each other and enter into verbal exchange in a pleasant, informal atmosphere.

PLAYING WITH CLAY

Activity 1: A Bowl of Fruit

Materials:

Clay

Newspaper

Procedure:

Have children roll clay. Make small balls for grapes, medium size balls for oranges, and large balls for grapefruits. Roll out long oblong shapes for bananas and pinch together at top for bunches of bananas. Apples are made by taking medium ball and shaping into apple form; punch hole in apple; roll out a small stem; insert in top of apple.

The teacher can have class work to make one bowl for entire class or each child can have individual bowls.

Activity 2: Match the Clay to the Paper

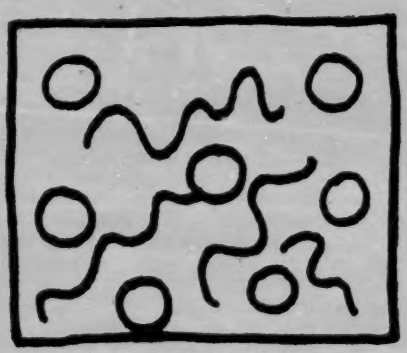
Materials:

Clay

Construction paper with ball and rope design

Procedure:

Teacher draws ball and rope design on construction paper. Child rolls out long ropes of clay. Matches the rope of clay to the rope (curvy line) on the construction paper. Child rolls small balls and places over ball design on paper.



Clay

Activity 3: Play with Clay

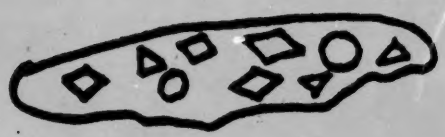
Materials:

Geometric shapes cut from cardboard

Oilcloth to cover table

Clay

Pencil



Procedure:

Have children roll clay out flat. Then place shape pattern on top of clay and with pencil trace around the shape. Repeat design to cover clay area.

Activity 4: Making Cookies from Clay

Materials:

Clay

Rolling pin or bottle

Oilcloth to cover table

Cookie cutters

Procedure:

Give each child a ball of clay. Direct him to roll and cut. Cookies may be placed on pan and "baked" in housekeeping center.

Activity 5: Making Gingerbread Man from Clay

Materials:

Clay

Oilcloth to cover table

Procedure:

Give each child ball of clay. Direct him to manipulate clay to make circles for body and head, elongated pieces of clay for limbs. In interest center, child can "bake" gingerbread boy.

Activity 6: Imaginary Animals

Materials:

Clay

Procedure:

Take a ball of clay about size of an orange and squeeze and manipulate it until it becomes soft enough to handle. Make imaginary animals. Pull out a portion of clay for a head or squeeze clay ball in middle and make an animal with two heads. Pull out legs and tails from the head. Or child may roll legs and tail from another piece of clay and attach to the heads.

Give child complete freedom to make his animal. The suggestions are just to get the child started who may be reluctant to participate.

Activity 7: Clay Animals

Materials:

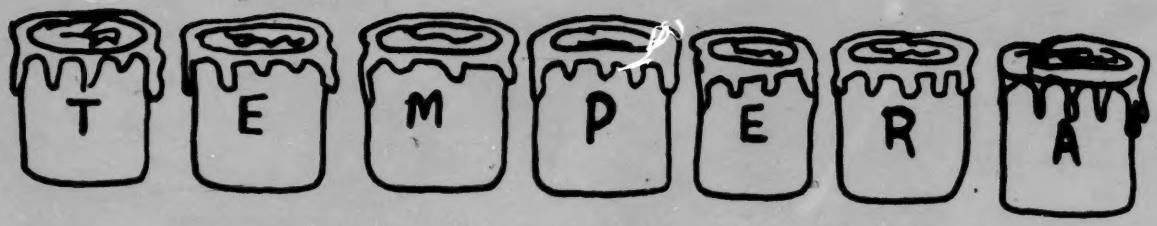
Clay

Oilcloth

Pencil or instrument to make indentions

Procedure:

Have the children make animals. Show them how to roll out a ball for the head. Also flatten out a little ball for the ears. Attach little balls to the head for the eyes. Use the pencil to mark the mouth on the head. Show the children how to roll out an oblong form for the body, then the legs, and tail. Show them how to stick all parts onto the body. Show the children how to use the pencil to draw spots on the animal.



Tempera painting gives the child sheer enjoyment as he explores its wonders and possibilities. The child will find that he can paint a beautiful picture the very first time he takes brush in hand. Tempera is a highly motivating medium. Keep this interest and pleasure at its peak by fostering freedom of expression and movement as the child experiments with tempera, brushes and many different kinds of cardboard and paper.

Tempera is relatively inexpensive when purchased in powdered form. Buy the same eight brilliant colors that come in the 8-crayon box. The child will need instructions and support from the teacher as he learns to handle brushes, paint jars, mixing pans and brush washing jars. For the three and four year old child, a separate brush for each color will eliminate some of the brush washing and will keep the colors from becoming dirty, dull and uninteresting in appearance as the same brush goes from black to a pretty bright color. The following procedures can be used to teach the child how to handle tempera:

1. Mix tempera to a consistency so it will cover print on newspaper. One-half pint milk cartons or no. 2 cans can be used as containers for the paint and as wash cans to wash brushes.

2. Dip the brush into the tempera, then wipe excess paint off on the

side of the tempera container to prevent dripping.

3. Wash the brush each time before changing colors.

4. Mixing pans are used only when mixing the colors. Small foil plates such as those used for frozen chicken pot pies can be salvaged and used for mixing pans.

5. Teacher should demonstrate how to mix two primary colors to make a secondary color. Dip the two primary colors out of the container with sticks. Combine the two with wet brush until the secondary colors are mixed.

6. Keep brush on table, not in water, when brush is not being used.

7. Teach the child that if he paints two wet colors side by side, the colors will run together. It is best to work first in one place, with the color desired, then if another color is needed directly next to the wet color wait until the wet color has dried. Meanwhile, he can paint another part of the picture and come back to the original part later.

8. Children may paint at easels, tables or on the floor. Newspapers spread on the floor will keep housekeeping chores to a minimum.

9. In mixing colors, remember:

Red and yellow make orange

Blue and yellow make green

Red and blue make purple

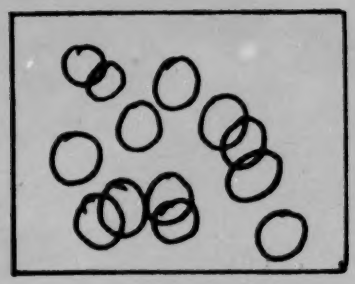
Black makes colors darker

White makes colors lighter.

10. Materials needed for painting with tempera are: any types of paper or cardboard, tempera paints, brushes, mixing pans, brush washing jars, water, newspaper to cover working surface, smock or old shirt to protect child's clothes, wet cloth for cleaning hands.

TEMPERA ACTIVITIES

Activity 1: Cup Painting



Materials:

Manila paper

Tempera, various colors

Paper drinking cup

Procedure:

Pour tempera paint in shallow containers such as plastic lids from coffee cans. Place open end of cup in paint and stamp design on paper. This is a good activity for very young child. Older children can combine the stamped circles to make modernistic animals or can make repeat designs all over paper.

Activity 2: Shaping with Sponges

Materials:

Sponge

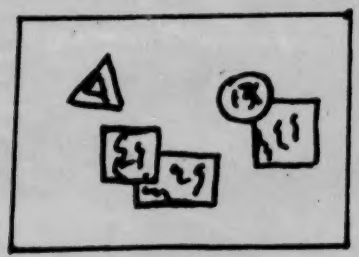
Scissors

Paint

Paper

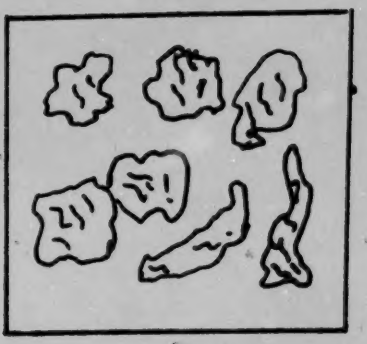
Procedure:

Teacher cuts sponge in shape of circles, rectangles, squares, and triangles. Dip the sponge in paint and press on paper. Use different colors of paint.



Tempera

Activity 3: Shaping with Sponges



Materials:

Sponge

Scissors

Paint

Paper

Procedure:

Let child cut sponges into shapes, dip in paint and press on paper.

Activity 4: Imaginary Picture with Tempera

Materials:

Paper

Tempera paint

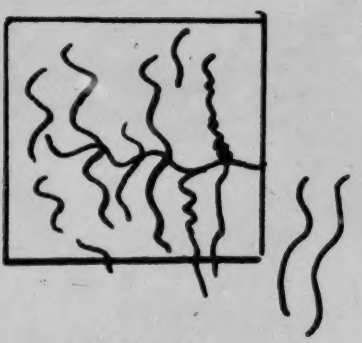
Scissors

Paste

Procedure:

Have children fold paper in half and then open paper. Let each child drop a little paint of two or three different colors on paper. To complete picture have child fold his paper in half again and then open the paper.

Activity 5: String Painting



Materials:

String

Manila paper

Tempera paint, several colors

Procedure:

Let children dip strings in paint and swirl around on paper to make designs.

Activity 6: Silhouette Painting

Materials:

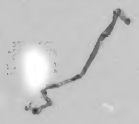
Newsprint

Large pencil

Black paint and brushes

Procedure:

Have the children lay their heads on the newsprint side ways. Trace around the head with a pencil. Then let each child paint his head.



Activity 7: Blow and Blow

Materials:

Paper cup of water and straw to practice blowing bubbles

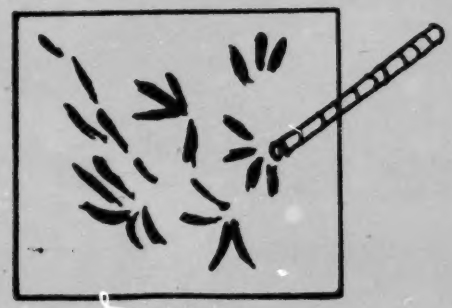
1/2 sheet of construction paper or manila paper

Large drinking straws

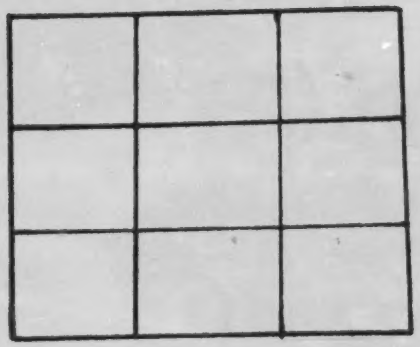
Tempera paint, thin consistency so it will move easily across paper

Procedure:

Give practice in blowing bubbles in the cup. Place large drops of tempera on the construction or manila paper and show child how to bend down and blow through the straw to move the paint along the page. When he has mastered the technique, add one or two more colors of tempera to his paper. Show him how to blow to make the colors cross each other and intermingle. This type painting gives a pleasing effect when construction paper is cut in half vertically and paints are running up and down on the paper.



Tempera



Activity 8: Simple Crayon Resist

Materials:

White paper

Crayons

Black tempera

Procedure:

With crayons child draws wide colorful lines across his sheet of paper and up and down on sheet of paper. He then paints over the entire surface with diluted black tempera.

Activity 9: Twice as Much Fun (Crayon and Tempera Design)

Materials:

Crayons

Paper

Brush

Tempera paint

Water container

Procedure:

Let the children color a picture heavily with crayons allowing some areas of the paper to show. After the picture is completed cover the entire surface of the paper with tempera. Paint should be thin. The wax crayons will resist the tempera making an attractive picture.

Activity 10: Splatter Paint

Materials:

Sprayer

Construction paper for background

Pattern made from construction paper or light weight cardboard

Thin tempera in desired color

Procedure:

Place and pin pattern on background sheet of paper. (Example of patterns: flowers in a pot, any animal, shape, etc.) Pour tempera in sprayer. Spray the tempera over the background paper, being careful to concentrate flow of tempera around edge of the pattern. Lift pattern. The part of the background covered by the pattern will be unsprayed and will form an attractive solid color picture surrounded by the sprayed tempera.

Activity 11: Creative Art with Tempera

Materials:

Paper

Tempera

Brushes

Easel (optional)

Procedure:

With very young child, provide opportunity to experiment with the paints. Let the child brush the paint on the paper in any fashion he desires. The finished product may have daubs of paint scattered on the page, may have horizontal or vertical brush strokes brushed on singly or overlapping. Praise the child's picture. Do not ask, "What is it?", but encourage child to talk about his picture.

As the child matures and his painting takes form, encourage him to paint the most important part of his picture large in size and to place it near the center of the page. To encourage the child to fill his page, the teacher may model for the child, painting sky and ground, and then proceding to complete the picture.

Provide motivation for tempera painting by making it an extension of a topic used in language development or story time. Field trips and individual experiences of children provice subject matter for work with tempera.

Finger painting satisfies the child's natural desire to manipulate a wet, sticky substance. As the young child experiments with finger paint, he discovers and learns to appreciate color. Through this medium, he finds avenues of free expression and release from tension and aggression. Movements involved in finger painting develop fine motor coordination.

At first, to reinforce learning 8 basic colors, the finger paints purchased should be the same shades of color as those in the 8-crayon box of crayons. To keep housekeeping chores to a minimum, cover tables with oilcloth, fastening the overlapping edges under the table with thumb tacks.

The following procedures will be helpful in showing the child how to use finger paints.

1. Place newspaper on table in child's working area.
2. Place finger paint paper with slick side up or butcher paper on top of newspaper.
3. Wet the paper spreading the water over the entire surface.
4. Place approximately one teaspoon of finger paint on paper.
5. Spread paint over paper using circular motions.

6. Child can use fingers, hands, thumb, knuckles, palm or side of hand to manipulate the paint.

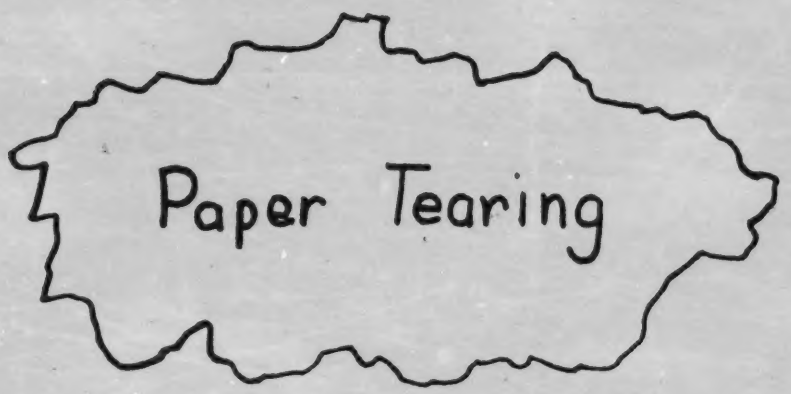
7. Encourage child to use free flowing movements rather than drawing on the surface with one finger.

8. Observing clouds in the sky, a display of sea shells, designs in shirts and dresses, trees blowing in the breeze may serve as motivators for the child to incorporate free flowing designs in his painting. Painting to music may help the child to develop a style of his own.

9. If the paint becomes dry, a few drops of water sprinkled on the surface will make the paint more manageable.

10. When painting is completed, lift the newspaper and place it in an appropriate place to dry.

11. Pressing on the back with a warm iron will eliminate wrinkles and tendency of corners to curl.



Paper tearing, a simple form of paper sculpture, can be enjoyed by very young children. Its more difficult conterparts include paper folding, fringing, curling, bending and cutting. The young preschool child can successfully complete a simple paper tearing activity by tearing a narrow strip of colorful paper into small pieces and by pasting to make an original design.

Wall paper samples, tissue, old gift wrappings, comic section of newspaper, mod colored paper bags, metallic paper, magazines, and catalogues provide variety in color and texture. The act of tearing involves finger-hand-arm coordination and eye-hand coordination. The child learns to follow directions through visual and auditory channels as teacher models and explains the task she is performing. With increased maturity and sufficient opportunity to develop this skill, the child can gradually progress from tearing a narrow strip to tearing pieces to combine in making more complex art forms.

PAPER TEARING ACTIVITIES

Activity 1: Paper Tearing with Newspaper

Materials:

Bright colored sheet of construction paper for background

Newspaper for tearing

Paste

Procedure:

Direct children to tear newspaper into odd shapes. Paste scraps on background sheet. Part of the background sheet showing through gives an attractive appearance.

Activity 2: Rainbow Collage

Materials:

Varied colors of construction paper

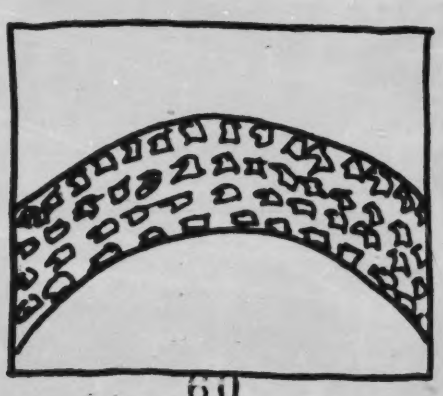
Paste

Sheets of paper

Procedure:

For less mature children the teacher draws a wide arc across the paper with a crayon or magic marker. Then the children tear up small bits of construction paper to paste over the area of the arc to make rainbow.

More mature children will make their rainbow without teacher providing arc.



Paper Tearing

Activity 3: Flower Garden Mural

Materials:

Various colors of construction paper

Scissors

Paste

Large sheet of paper

Procedure:

Have the children tear shapes from the various colors of construction paper to form flower petals. Arrange petals to form blossoms and paste on large sheet. Use crayons to draw stems and tear small pieces of green construction paper to make leaves. Paste in place on sheet.

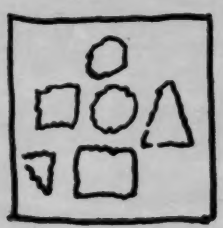
Activity 4: Tearing Shapes

Materials:

Newsprint

Crayons

Paste



Procedure:

Teacher outlines the shapes: square, circle and triangle on the newsprint with a crayon or magic marker. Let the young children color other small pieces of newsprint red, blue and yellow. Then direct them to tear their red paper into small pieces and paste pieces in the outline of the square. Following same procedure, have then make the circle blue and the triangle yellow.

Activity 5: Finding Shapes and Objects

Materials:

Construction paper, one sheet for background

Paste

Construction paper scraps for tearing

Procedure:

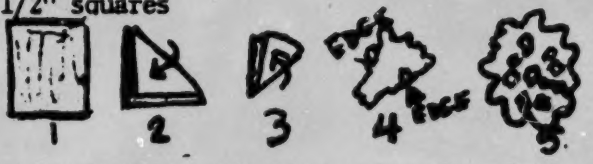
Direct children to tear construction paper scraps into odd shapes. Paste scraps on background sheet to cover it completely. After children have completed this task, help them to look for shapes or pictures in the background. Outline shapes with magic marker. Child may find an airplane, apple, ball, snake, etc. Teacher may assist children who have difficulty in finding some shape or form in their work.

Activity 6: Snowflake Mobile

Materials:

White tissue paper cut into 8 1/2" squares

String and coat hanger



Procedure:

Fold the paper in half; then fold in half vertically again; then fold over again to make a triangle. The snow flake is completed by tearing holes along the folded edges and tearing the ends. When the snowflakes are completed a mobile can be made by hanging them from a coat hanger with string.

Activity 7: Stop and Go

Materials:

Construction paper, neutral color

Newsprint

Crayons - red, yellow, green

Paste

Procedure:

Teacher outlines STOPLIGHT on neutral color construction paper for each child. Children color one piece of newsprint red, one piece of newsprint green and one piece yellow. Children tear in small pieces and paste in appropriate places on traffic light to make a mosiac design stoplight.

Activity 8: Transparent Collage

Materials:

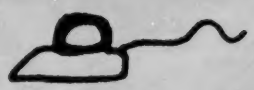
Colored tissue paper

Paper Tearing

Paste

2 pieces wax paper the size of a sheet of construction paper

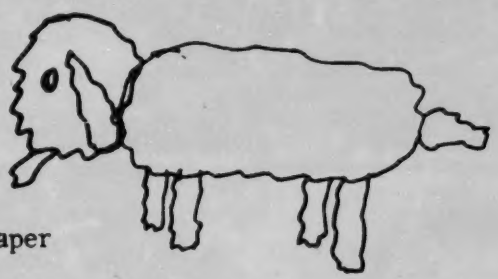
Electric iron for teacher to use



Procedure:

Tear small pieces of colored tissue and place on one sheet of wax paper to make an original design. Place other sheet of wax paper on top of design. Press with iron to weld two pieces of wax paper.

Activity 9: Imaginary Animals



Materials:

Wall paper books

Paste

Background sheet of manila paper

Procedure:

Tear paper and place on background paper to make imaginary animals. Legs, heads, tails torn in irregular shapes can be attached to bodies. Wings can be attached to bodies. Long tails, ears, antennas attached to a circular body may be used. Children should have complete freedom to experiment and design an original animal.

Activity 10: Torn Paper Farm Scene

Materials:

Construction paper, neutral color for background

Paste

Colored construction paper to be torn

Procedure:

Tear appropriate colored bits of construction paper to form grass, hills, flowers, houses, sun, children, butterflies, etc. to make a scene. Paste the bits of torn paper on a single sheet of neutral colored construction paper to make a picture. Child may draw the objects on his paper and then paste bits of torn paper on each object.

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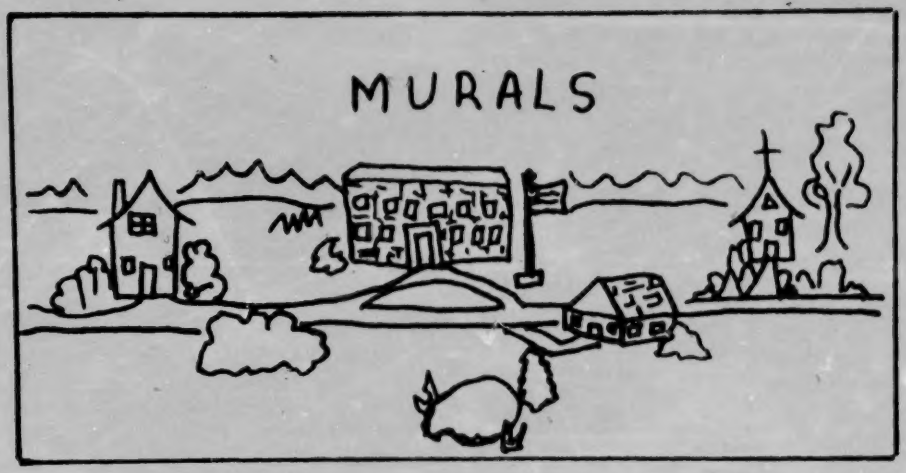


Murals lend themselves to reinforcing and extending concepts introduced in language development, perceptual training, and social living. The efforts of children working together serve to strengthen skills in communication and cooperation. Practical application of components of visual discrimination is demonstrated as children manipulate materials through involvement in activities related to figure-ground, spatial relationships, position in space, perceptual constancy and visual-motor skills.

Mural work may be done at a long table or on the floor. The completed mural can be transferred to a wall or bulletin board for display. Kraft paper is ideal for a large mural; newsprint may be used, also. White chalk may be used to sketch in backgrounds or to allot a certain space to a particular child. Cut paper, torn paper, crayons and tempera are appropriate mediums for young children to use in constructing murals.

Sky and ground area should be filled in first. As objects are placed on the mural, attention should be called to fact that large objects should be placed at the bottom of the mural or in the foreground and that small objects

should be placed in the background. Every child should have some part in the construction of the mural.

MURALS FOR YOUNG CHILDREN

Activity 1: Things That Go

Materials:

Large piece of newsprint for background

Crayons

Scissors

Paste

Pictures of things that go, cars, trucks, bicycles, airplanes, buses, etc. The pictures should be enclosed in wide magic marker lines in shapes that correspond to general contour of picture. Use straight line rectangles, squares, triangles and circles to enclose pictures. This activity is for children who are not advanced to the degree in cutting that they can cut complex lines. If child can cut complex lines, do not enclose pictures in wide lines.

Procedure:

Assign tasks. Teacher blocks out on mural where road, water, grass, sky will be located and places three or four children around the background paper to color in background. Other children will cut objects to be pasted in appropriate place on mural. Boats on water; airplanes in sky; cars on road, etc.

Activity 2: Family Fun Murals - No. 1 (Cutting and Pasting)

Materials:

Crayons

Paper

Scissors

Paste

Magazine, catalog

Procedure:

Let children draw background for mural: grass, sky, flowers, etc. Cut pictures of houses and people from magazine or catalog and paste these on mural background. Discuss family members and what each is doing.

Activity 3: Family Fun Murals - No. 2 (Crayons, Cutting & Pasting)

Materials:

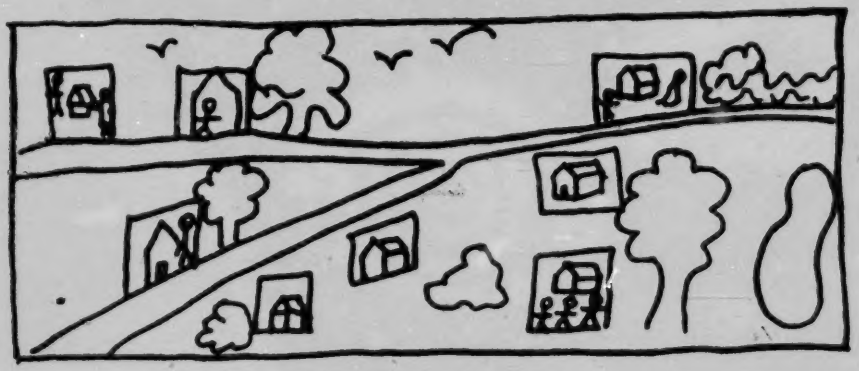
Crayons

Paste

Paper, large sheet for mural

Procedure:

Assign each child space on mural background paper. Have each child draw a picture of his house and family and then cut and paste these pictures on background. To complete the mural, the children draw in trees, streets, flowers, birds, etc. on their allotted space.



Activity 4: Family Fun Murals - No. 3 (Drawing)

Materials:

Large sheet of paper for mural background

Crayons

Procedure:

Assign each child a section of the mural background and tell him to draw his house and family. Streets can be drawn. Complete the mural by coloring in the sky, grass, trees, flowers, birds, etc.

THE THREE LEVELS OF "FAMILY FUN" MURALS SHOW HOW TEACHER CAN ADAPT AN IDEA TO DIFFERENT MATERIALS AND LEVELS OF CHILDREN.

Activity 5: Tracing to Make a Mural

Materials:

Newsprint for background

1 sheet white paper per child

1 sheet carbon paper per child

Large pencil

Patterns to depict mural theme

Crayons

Procedure:

Place carbon paper with carbon side down on white sheet. Give child another sheet of paper the same size with desired picture already drawn on it. With picture side up, paper clip the white paper, carbon and design paper together.

Let child trace picture reproducing the design. Cut out picture and paste in appropriate place on background sheet to carry out theme of mural. This can make an attractive mural and is a good visual motor training activity as eyes must follow the hands as the child traces and as he cuts.

TEACHER CAN ADAPT ANY ONE OF THESE TYPES OF MURALS TO ANY UNIT UNDER STUDY.

Murals

Activity 6: Science Mural - Living Things

Materials:

Large background paper, neutral in color

Blue tempera, brown tempera, green tempera

Brushes

Pictures from magazines of things that live on the ground, in the air, in trees, in water.

Scissors

Paste

Procedure:

Prepare background mural by letting children paint in a body of water, ground that is bare of grass, ground area covered with grass, trunk and branches of a tree.

Prior to making mural, group will have discussed and studied about things that live on the ground, in the air, in water and in trees. Review these discussions. Cut pictures of things that live in these places and paste pictures on the background. This can be a continuing project with children bringing from home appropriate pictures to be cut and put in place on mural.

Activity 7: Our Town

Materials:

Large piece of artcraft paper or newsprint

Crayons

Procedure:

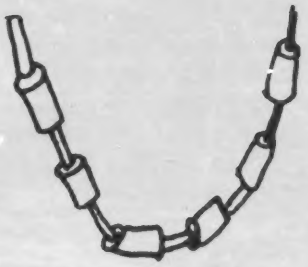
Have the children draw in sky, grass and streets. Assign each child a building in town to draw and color (post office, church, school, library, hospital, fire station). Complete picture by drawing and coloring in trees and flowers.

Participation in a program of crafts gives the child an opportunity to coordinate the skills of cutting, pasting, crayoning, paper tearing and painting which have been taught initially in isolation. The combining of these skills gives increased experiences in both motor and cognitive areas. The level of a child's functioning in craft activities is dependent upon the level of his general developmental skills. The teacher should choose activities appropriate for the children with whom she is working.

A "Beautiful Junk" box in the classroom can be used to store treasures the children bring. Through teacher guidance these treasures can be transformed into interesting objects of art.

The learning of self discipline and a feeling of achievement are both important by-products of a craft program for the young child.

CRAFTS



Activity 1: Soda Straw Beadwork

Materials:

Soda straws

Scissors

Shoe laces or heavy string with end covered with scotch tape to make "leader"

Procedure:

Cut short straws for young children to string. More mature children can cut their own straws.

Activity 2: Egg Carton Caterpillar

Materials:

Cardboard egg carton

Green tempera

Brushes

Orange, brown or yellow tempera

3 strips brown construction paper for tail and antennas

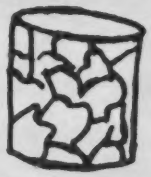
Scissors

Procedure:

Paint egg carton green. Paint a wide smile across seam of carton at one end. Above smiling mouth, paint nose and large eyes. These facial features can be painted orange, yellow or brown. Curl three strips of brown construction paper. Paste two on for antennae. Past other on for tail. The color combinations may be switched to make wild and colorful catepillars of orange, brown, or yellow with contrasting facial features, antennae and tail.

Activity 3: Wastepaper Basket Made From Ice Cream Carton

Materials:



Ice cream carton, large cylinder shaped kind

Colored pages from magazines or catalogues

Paste

Procedure:

This is a good class project. While the teacher is working with small groups, one or two children can work on the wastepaper basket after the group has initially learned the directions.

Cut odd shaped forms from magazines. Paste pieces of paper on carton, overlapping the pieces to cover the carton completely. The pieces cut from the magazine pages should be cut in all shapes and no attempt should be made to cut out recognizable objects, just odd shapes of paper. After the carton is covered, let it dry and then apply a coat of shellac.

Activity 4: Sand Scenes

Materials:

Varied colors of fine sand (color with food coloring)

Jars for storage (baby food jars will do)

Heavy weight paper

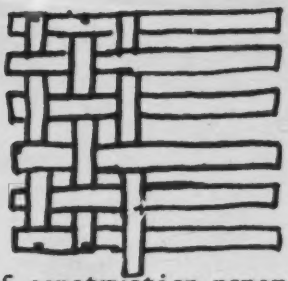
Paste

Procedure:

Have the child sketch a simple picture on the paper. He then applies paste and sprinkles sand to cover his design working with one small area at a time. Explain that you paste and then sprinkle one part of the picture at a time so that the paste doesn't become dry. Allow the sand to set in the paste and then shake excess sand off. Repeat this procedure until picture is completed. Borders can be made with strips of construction paper.

Activity 5: Place Mats for Mothers

Materials:



Construction paper

Scissors

Paste

Procedure:

Cut paper strips horizontally from sheet of construction paper. Then fold a piece of construction paper in half and cut a series of slits in the paper to within 1 1/2 inches of border. Staple one end of strip to one side of border, then as child weaves in and out, he can control the strip he is weaving. Staple or paste other end of strips to border when each has been woven in and out all the way across the background sheet.

Activity 6: Mosaics Made With Corn or Beans

Materials:

Stencils of choice

Beans, colored ones or grains of corn

Paste

Large pencil

Cardboard, shirtboards are good to use

Tempera paint

Brushes

Procedure:

Paint cardboard with tempera to make an attractive background for stencil. Let tempera dry. Trace stencil design on cardboard. Fill in design by applying paste a little at the time and pasting beans, leaving small spaces between each bean. Then apply another small space with glue, place more beans, etc. until design is filled in with beans.

Crafts

Activity 7: Take a Walk and Make a Picture

Materials:

Leaves, flowers, ferns, grasses, etc.

Newspapers

Scissors

Paste

Manila paper

Crayons

Procedure:

Collect flowers, etc. and dry them by placing between newspaper weighed down with books. Let flowers dry for one week. Arrange dry pressed flowers on manila paper and paste. Make a border around picture with crayons or strips of construction paper.

Activity 8: Paper Stuffed Fish

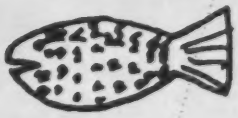
Materials:

Newspaper

Stapler

Tempera paint

Brushes



Procedure

From newspaper, have children cut out large shape of fish. He will need two sides for the fish. After he has cut one side, pin this pattern to newspaper and let him cut a duplicate, so the two sides will be the same shape and size. Staple the fish together about half way around. Stuff the two pieces with crumpled pieces of newspaper. Finish stappling around the fish. Paint fish with tempera, using one color for background and decorating with black or another color. Be sure to paint in eyes and mouth; also, remember fish have scales. These may be hung from ceiling or light fixtures.

Activity 9: Clown Puppets

Materials:

Paper bags

Newspaper

Wooden stick or dowel

String

Scraps of construction paper, all colors

Paste

Procedure:

Read a story about clowns. Look at pictures and discuss facial features and general appearance of clown.

Fill the bag with small pieces of torn or crumpled newspaper. Insert the stick in the open end of the bag. Gather the bag around the stick and tie the string to form the neck. Make sure the stick is long enough to form a handle. Cut colored construction paper to make the features of a clown. May want to draw the features first then cut them out.

Activity 10: Shoebox Cat

Materials:

Shoebox

Black construction paper

Plain brown paper, wrapping paper

Scraps of white, blue, red construction paper

Scissors

Paste

Crafts

Procedure:

Tape top onto bottom of shoe box. Cover with wrapping paper, tape and paste on securely. Draw cat legs on sides of box. Cut black circles and paste randomly over box to represent spots on the cat. Make the tail by cutting a curved shape from the black construction paper and paste on back of box. Cut a face with ears attached to be pasted to the front end of the box; or let children paste eyes, nose, mouth, ears on front of box. Cut white circles and green circles to make the eyes. Cut nose and mouth from red paper. Paste these features on face. Cut whiskers and paste on face.

Activity 11: Make Myself into a Puppet (For Girls)

Materials:

No. 8 brown paper grocery bag

Scraps of construction paper for facial features, shoes, gloves

Scraps of construction paper for fringing and curling for hair

Twine

Bright colored or mod printed sacks from speciality shops

Neutral tan tone construction paper for making arms and legs

Stapler

Procedure:

Teacher should make and display this puppet, so children can more readily follow the directions. Using No. 8 brown paper grocery bag for head, cut out from scraps of construction paper, eyes, eyebrows, lashes, nose, mouth and paste in appropriate place on grocery bag to make face. Stuff bag with crumpled newspaper to form head and tie about four inches from open end of brown bag. Fringe and curl construction paper to make hair. Use paper that is the color of the child's hair. Paste hair on head.

Brightly colored or mod sacks will serve as dress. Cut to a length of approximately 13-15 inches. Cut bottom away, leaving open tube. Attach dress to neck of brown paper sack by inserting neck of sack down into brightly colored tube and tying securely with twine. Leave about three inches of the dress above the point where tied so this can be turned down as a collar to cover twine and to cover point where arms will be attached.

Draw arms and legs on neutral tone construction paper and cut out. Staple arms to dress just below point where dress is tied to neck. Turn collar down to hide where arms are stapled. Cut legs very long. Staple to part of brown bag that extends down under dress at neckline. Legs should hang well below dress. Cut gloves and paste on hands. Cut shoes and paste on feet.

Puppets can be used for dramatization purposes and then hung in room for children to enjoy.

Teacher can vary this activity. Larger brown grocery bags can be used as dresses and children can draw and color a design for the dress. Pockets can be placed on dress. Curved pieces of brightly colored paper can be used to make borders. Bottom of skirt can be scalloped or fringed.

Activity 12: I Make Myself Into a Puppet (For Boys)

Materials:

Same as Activity 11

Procedure:

Same as Activity 11 EXCEPT, cut narrow "V" out to form pants. Staple pants. Staple legs to back of pants and let hang below. Buttons may be pasted on.

Activity 13: Orange Juice Can Tooth Brush Holder

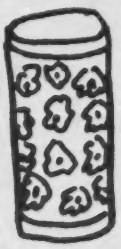
Materials:

Frozen orange juice can

Washable wall paper samples

Paste

Scissors



Procedure:

Teacher, prior to initiating activity, make from cardboard rectangular pattern long and wide enough to fit around can. Child traces pattern on wall paper; cuts shape he has traced; wraps shape around can and pastes it in place. Narrow strips of a contrasting paper or colored scotch tape may be used to finish off edges. Children can identify their toothbrush holder by design or teacher can manuscript name with wide felt pen.

Crafts

Activity 14: Utility Box from Cigar Box

Materials:

Cigar box

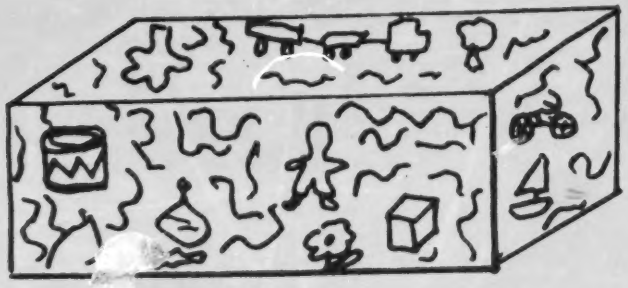
Paste

Construction paper scraps

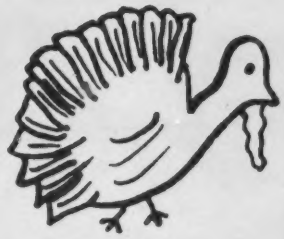
Pictures of toys from catalogues, supply house brochures, etc.

Procedure:

Tear construction paper scraps into odd shapes and paste over entire inner and outer surface of box to make colorful solid color background. Cut pictures of toys and paste over background. Child can use box at school to store colors, scissors or he can take box home to use as a storage place for his treasures.



Seasonal Art Activities



HALLOWEEN ACTIVITIES

Activity 1: Halloween Silhouettes

Materials:

Black, orange, yellow construction paper

Scissors

Paste

Newspaper

Crayons

Procedure:

Teacher outlines with wide lines forms of black cats, black witches, orange pumpkins, yellow quarter moons. Children cut out silhouettes. Let children paste silhouettes on a mural depicting street of a residential section (the child's street). For very young child, teacher may prepare mural background with crayons. Teacher's work may serve to help develop concept of a street where children live. When working with older children let them prepare mural background.

Activity 2: Paper Sack Pumpkins

Materials:

Brown paper bags

Newspaper

Green and orange tempera

Brushes

Rubber bands

Scraps of black construction paper

Scissors

Paste

Procedure:

Stuff medium size sack with newspaper. Put rubber band around top of sack to close and form stem. Using tempera, paint sack orange; paint stem green. Cut out of black construction paper, circles for the eyes; triangle for nose; rectangle for mouth. Cut small squares and past along top of rectangle to form jagged teeth.

Activity 3: Halloween Finger Painting

Materials:

Finger paint or butcher paper

Water

Black, orange finger paint

Procedure:

Model for very young child showing him how to use fingers or side of hand to make wavy, ghosty movements; also, how to form a fist to make circular movements like a pumpkin.

Activity 4: Bob-for Apples Picture

Materials:

Manila paper

Crayons

Procedure:

Prior to drawing picture, let children bob for apples. Children draw picture of themselves and friends bobbing for apples.

Activity 5: Trick or Treat Picture

Materials:

Manila paper

Crayons

Procedure:

Discuss "trick-or-treat": where child will go; who will go; how he will go; when he will go. Children draw a picture of themselves and their family or friends going "trick-or-treat."

Activity 6: Halloween Poster

Materials:

White typing paper

Black construction paper

Orange construction paper

Scraps of green construction paper

Scissors

Paste

Black crayon

Procedure:

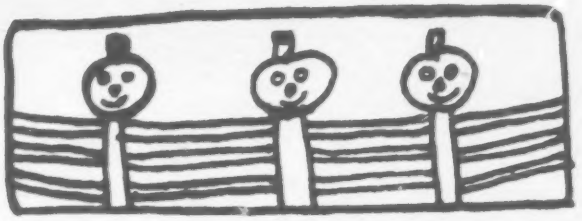
For background use sheet of white typing paper.

Cut from black construction paper three rectangles approximately 1 x 3 inches to serve as posts of a fence.

Cut narrow strips from the length of the black construction paper.

Using black rectangles and narrow strips of paper, place them on white sheet to form three posts and a fence running from post to post.

Cut three orange circles and paste green stems on to make pumpkin. Convert one, two or all three pumpkins into jack-o-lanterns by adding small yellow circles for eyes, small yellow triangle for nose and small rectangle for mouth. Mouth may be cut in jagged design to show teeth.



Paste pumpkins on top of each post.

Teacher can prepare a model of this poster and display it for children to see. After the children have cut the necessary materials, the teacher can reproduce the model along with the children, displaying her work beside the completed model so the children can see that she is making a poster exactly like theirs and the model. After the children have finished, the teacher can ask the child what color they would color the background to make the picture look as if the pumpkins were sitting on fenceposts on a dark night. Color background light black to convey meaning of night.

Activity 7: Halloween Finger Painting for Children Ages 5-9

Materials:

Finger paint or butcher paper

Water

Black, orange finger paint

Procedure:

Read a Halloween story or discuss mythical characters and objects associated with Halloween.

Place finger paint paper before child. Sprinkle on water to cover the paper. Place 1 teaspoon of orange or black finger paint on paper.

Let child manipulate paint to express his own ideas and feelings about this holiday.

THANKSGIVING ACTIVITIES

Activity 1: Simple Indian Repeat Design

Materials:

1 sheet of white paper 8 1/2 x 11 inches

Using a ruler, draw horizontal lines approximately 2 1/4 inches apart on paper. Then draw vertical lines approximately 2 1/4 inches apart. This gives a sheet of checkered paper.

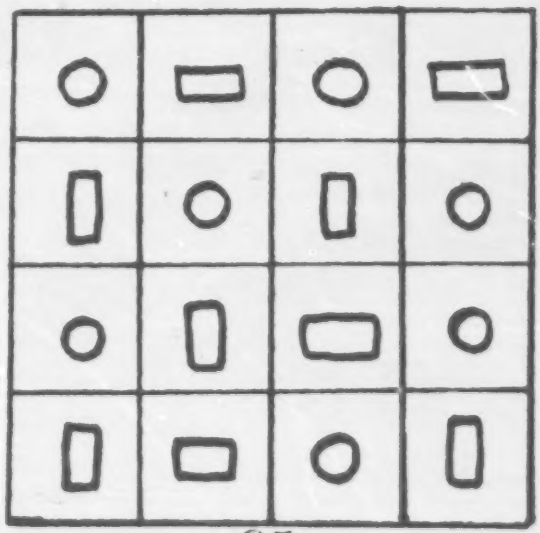
Sponges cut in shapes of circles, rectangles, triangles, right angles, squares

Brown, yellow, orange, red, black tempera in shallow containers

Procedure:

Give each child a sheet of checkered paper, two sponge shapes, and two colors of tempera. Direct the child in dipping one shape in one color of paint and stamping the design in the first checkered square on his paper, then, direct him in dipping the remaining sponge shape in the second color of paint and stamping the design in the next checkered square. Direct child in repeating this procedure to make a repeat design. Begin top row with one shape; begin second row with remaining shape. Repeat this design.

Children may use more shapes and more colors to make an intricate repeat design, if they have had previous experiences with tempera repeat designs.



Activity 2: Horn of Plenty

Materials:

Horn of Plenty outlined in heavy magic marker lines

Pictures of fruit and vegetables outlined in heavy magic marker lines

Crayons

Scissors

Paste

Sheet of manila paper for background

Procedure:

Display commercially colored pictures of fruit and vegetables or pictures from colored pages of magazines. Discuss colors of fruits and vegetables. Let child color fruits and vegetables on his sheet the appropriate color. Let child color horn of plenty; then cut out these articles. Child should paste horn of plenty on background sheet with fruit and vegetables pouring out. Teacher may display a model for children to see.

Activity 3: Our Thanksgiving Dinner

Materials:

Manila paper

Crayons

Procedure:

After children have had their Thanksgiving dinner in the school setting, discuss the foods, the fact the food was on the table, who was sitting at their table, and where the dinner took place (cafeteria or other room). Then ask children to draw and color a picture of their Thanksgiving dinner. Manuscript child's name on his picture; display, or let child take picture home.

Activity 4: We Are Thankful Booklet

Materials:

Manila paper

Crayons

Hole punch

String for assembling pages into booklet

Procedure:

This activity is usually appropriate for older early education period children, ages 7-9.

Discuss things we are happy to have such as families, church, schools, friends, food. Let each child draw a picture of something he can put in the "We Are Thankful Booklet." Let him tell the group about his picture and then make pictures into a booklet for class to enjoy. Each child will enjoy punching holes in his paper to help teacher to put pages into a booklet.

Activity 5: Thanksgiving Turkey That Can Be Eaten

Materials:

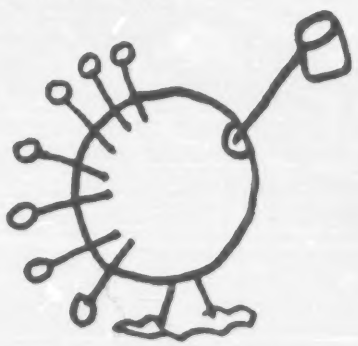
Large red apple

Marshmallow

Toothpicks

Raisens

Modeling clay



Procedure:

Stick toothpick in one side of apple at the end where the stem grows. Put marshmallow on end of this toothpick to make turkey head. On the opposite side of the apple, stick five or six toothpicks in a row vertically (from top of apple down toward the bottom). Space four or five raisens on each toothpick to form tail feathers. Turkey has four or five tail feathers depending on the number of toothpicks placed along his backside. Insert two toothpicks at the bottom of the apple to serve as legs. Make a base from modeling clay and stick the two toothpick legs in the clay base to make the turkey stand

CHRISTMAS ACTIVITIES

Activity 1: Christmas Tree

Materials:

Green construction paper

Scraps of colored construction paper

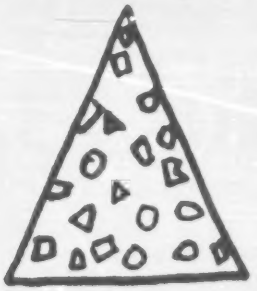
Scissors

Paste

Procedure:

Teacher gives each child triangular shaped Christmas tree drawn on green construction paper. Wide lines should be used in outlining the shape of the tree. Child cuts on wide lines. Child cuts small colored construction paper into odd shapes. Odd shapes are pasted on the tree as ornaments.

Activity 2: Christmas Tree



Materials:

Paper

Crayons

Procedure:

Look at pictures of Christmas trees, talking about shapes and decorations. Tell child to draw his own Christmas tree. Let him draw Christmas balls, candy canes, roping, etc. on his tree to decorate it. He may draw presents or toys under the tree.

Activity 3: Stained Glass Window with Tissue

Materials:

Heavy sheet of cream or white paper or old manila folder

A variety of colors of tissue paper

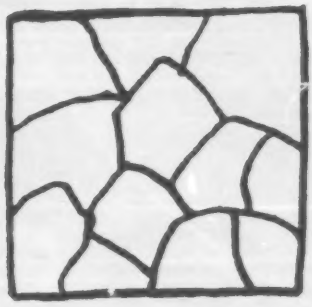
Paste

Procedure:

Visit a church, see and discuss the way a stained glass window looks. Direct children in tearing strips of tissue, some long, some medium length and all shapes. Paste the longer pieces randomly on the background paper; then paste smaller pieces over and among longer pieces to cover the background and to give an overlapping effect at random. This gives the illusion of a stained glass window.

Activity 4: Stained Glass Window with Tempera

Materials:



Paper

Black crayon

Tempera, a variety of colors

Brushes

Procedure:

Visit a church and see a stained glass window.

On the paper, draw with black crayon heavy random lines to represent sections of glass. Paint the sections with different colors of tempera.

This activity can be incorporated into a small group project by letting children make a stained glass window large enough to cover glass on classroom door or glass on auditorium or cafeteria doors.

Activity 5: Stitchery Christmas Cards

Materials:

Cardboard

Wool thread

Large needle or cellophane tape wrapped around end of wool thread to make a leader for easy threading

Hole punch

Paper cutter

Old Christmas cards

Paste

Procedure:

Cut cardboard into size appropriate for large Christmas card. Punch holes around edge. Weave wool thread in and out holes. Cut pictures from Christmas cards and paste on card.

Activity 6: Rickrack Christmas Cards

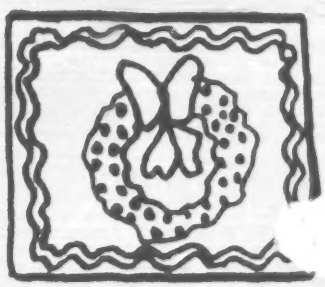
Materials:

Construction paper

Rickrack, large size

Paste

Scissors



Procedure:

Fold sheet of construction paper in half, creasing well so that child can easily tear sheet in half. Take each half and fold it over with the edges meeting to make folded Christmas card. Use stencils, patterns, or draw free hand pictures of Christmas trees, Christmas ornaments, candy canes, or candles to make design for card. Apply paste along edges of card. Place rickrack over glue and press hard.

Carefully wipe off any excess glue. This makes a pretty border.

CHILDREN WHO MANUSCRIPT WELL MAY WRITE WORDS "JOY" AND "NOEL" AND OUTLINE LETTERS WITH RICKRACK TO MAKE A CARD.

Activity 7: Ideas for Christmas Gifts for Parents

1. Make a wastepaper basket by cutting random shapes from slick colored magazine pages and pasting shapes on cardboard container so shapes overlap and cover entire container. Shellac finished product.

2. Napkin rings made from cardboard rollers from aluminum foil or paper towels. Cut appropriate size sections, wrap with raffia or paint with tempera and shellac.

3. Silhouettes of hand prints or foot prints cut from black construction paper and mounted for hanging. These may have a border of wide rickrack pasted along edges of paper.

Seasonal Activities

4. Fingerpainting of hand prints or foot prints.

5. Make a Christmas greeting card and attach rectangle of sandpaper for a match striker.

6. Weave colorful paper placemats.

VALENTINE DAY ACTIVITIES

Activity 1: Making a Valentine

Materials:

Red construction paper

Newspaper

Scissors

Paste

Procedure:

For very young preschool child, outline in wide magic marker line heart shape on red construction paper. Outline smaller heart on newspaper. Let child cut out both hearts and paste newspaper heart on top of red heart.

For older preschool child and early education period (ages 6-9), give encouragement in cutting hearts freehand. For children who have difficulty, fold paper, draw 1/2 heart pattern using broken instead of solid lines. Gradually decrease number of broken lines until child can visualize heart shape and cut with cues at top, at bottom and one cue on side at widest part of the heart.

Activity 2: A Lacy Valentine

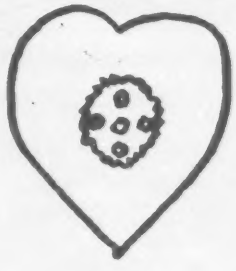
Materials:

Red construction paper, heart drawn on the paper

White paper

Scissors

Paste



Procedure:

Cut heart from red paper or make freehand heart according to maturity of child. Fold small square of white paper in half; fold in half again; then fold again to triangular shape. Snip point from end and snip out small sections with scissors along the side. Open the white paper which will have a lacy snowflake appearance. Paste snowflake in center of red heart.

Activity 3: Valentine Flowers

Materials:

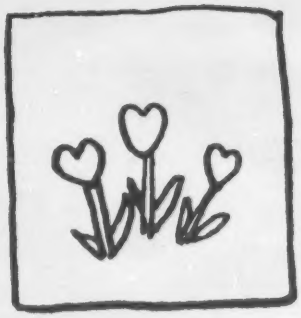
Red construction paper

White sheet of paper for background

Green construction paper

Scissors

Paste



Procedure:

Cut small hearts from red construction paper, using stencils or freehand cutting according to maturity of child. Use hearts for flower blossoms, cutting and pasting stems and leaves from green paper. Combine these by pasting on background sheet to make an array of valentine flowers.

Activity 4: Valentine Finger Painting

Materials:

Red finger paint

Finger paint paper

Water

Procedure:

Follow procedure for finger painting as directed under that topic in this manual. Direct child to make broad semi-circular movements clockwise to counter clockwise to form hearts and to make sweeping lines with side of hand from the heart to edges of paper.

THERE ARE MANY WAYS CHILD CAN CREATIVELY DESIGN HIS VALENTINE FINGER PAINTING. LET HIM HAVE COMPLETE FREEDOM. THE ABOVE SUGGESTION IS FOR CHILD AND TEACHER WHO ARE HESITANT TO EXPERIMENT.

Activity 5: Valentines from Finger Paint Design

Materials:

Red finger paint

Finger paint paper

White paper

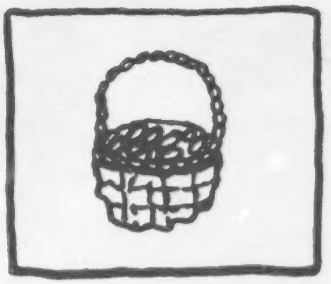
Water

Procedure:

Give child complete freedom in finger painting. When product has dried, cut hearts from the finger painting and paste on white paper folded to appropriate size for valentine greeting card. Cut and paste small hearts on inside of greeting card.

EASTER ACTIVITIES

Activity 1: Easter Eggs



Materials:

Egg shapes drawn with wide lines

Crayons

Large basket drawn on newsprint

Procedure:

Direct child in coloring egg shapes in brilliant colors by pressing hard on crayon. Let child cut out eggs and put in large basket by pasting. When working with young children, teacher can prepare basket on newsprint. This can be a group project.

Activity 2: Easter Eggs in a Basket (Freehand Cutting)

Materials:

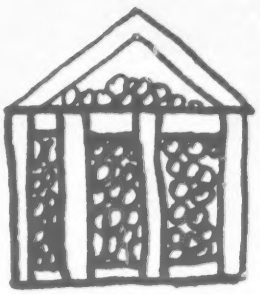
Construction paper, variety of bright colors

Crayons

Scissors

Brown construction paper for strips to make basket

Background paper for pasting

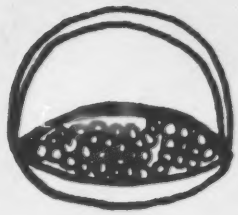


Procedure:

Direct children in cutting egg shapes freehand and in decorating eggs with crayons. (If necessary, teacher can model the next steps letting children work as she models.)

Cut one strip of brown paper about one inch wide and paste across bottom of background sheet to form bottom of basket. Paste all the eggs in an elongated pile at and above this strip. Do not let white parts of background show between eggs. Paste a strip of brown paper horizontally almost to top of pile of eggs. This forms top of basket. Cut and paste 2 strips of paper to form sides of basket. Cut and paste two strips of paper equidistant from side strips to complete basket. Attach handle by pasting curved piece of paper or two straight strips of paper that cross above basket to form handle. This gives appearance of eggs inside the basket.

Activity 3: Clay at Easter Time



Materials:

Modeling Clay

Procedure:

Direct children in making small baskets from clay and filling baskets with eggs. Direct children in modeling baby chickens and rabbits using method of clay modeling appropriate for their maturity level.

(SEE SECTION ON CLAY FOR DIRECTIONS)

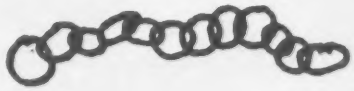
Activity 4: Easter Chain

Materials:

Construction paper, bright colors

Scissors

Paste



Procedure:

Let children cut strips of paper approximately one inch wide across the sheet of construction paper. Teacher can draw guide points along edge of sheet to show children where to begin cutting each strip. Paste strips together in interlocking fashion to form colorful chain. Hang in room.

Activity 5: Spring Picture

Materials:

Manila paper

Crayons

Blue, green tempera

Brushes

Procedure:

Motivate child to use crayons and draw brilliant spring flowers, stems and leaves on manila paper. The child may place a green tree in picture also or children playing. Paint grass and sky using thin tempera. The crayon will resist the tempera making an attractive picture.

MOTHER'S DAY ACTIVITIES

Activity 1: Ideas for Gifts for Mother

1. Wastepaper basket made by covering cardboard container with finger painting.

2. Cord container made from oatmeal box. Punch hole in top. Place ball of cord in box and run cord out through hole in top. Cover box with finger painting or stamped repeat design.

3. Silhouette of child's head from black construction paper mounted on heavy white paper.

4. Plant bulbs in three or four inch tall tin can early enough to allow for blooms to appear near Mother's Day. Cover can with finger painting. Shellac.

5. Make a lacy Mother's Day card from colorful construction paper and white snowflake designs. (See section on Valentine Day, Seasonal Activities for directions in cutting lacy patterns.) On inside of card, paste picture of child.